

Florida Teacher Certification Examinations (FTCE)
Florida Educational Leadership Examination (FELE)

2019 Annual Administration and Technical Report

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**Prepared for
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I. PREFACE

The Annual Administration and Technical Report for the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) contains technical information and describes activities associated with the FTCE and the FELE programs for the reporting period of January 1, 2019, through December 31, 2019.

This document was developed by Evaluation Systems group of Pearson (hereafter referred to as “Pearson”) for the Florida Department of Education Bureau of Postsecondary Assessment (hereafter referred to as “Department”). It is intended to serve Florida’s educational stakeholders, including the Department, institutions of higher education (IHEs), local school districts, and policy makers. The report includes the following key topics:

- Executive Summary of the 2019 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics
- Examinee performance statistics based on Title II reporting

II. EXECUTIVE SUMMARY

The Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) are integral to fulfilling the mission of the Florida Department of Education. The Department’s mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

III. OVERVIEW OF FTCE/FELE PROGRAM

The purpose of the FTCE and FELE programs is to provide the state of Florida with an assessment tool that allows prospective educators to demonstrate their knowledge and skills in the areas of general knowledge, professional education competence, educational leadership, and/or subject area knowledge. The tests measure prospective teachers’ and school administrators’ achievement of the benchmarks established by the Florida State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code (FAC) and published in the Competencies and Skills Required for Teacher Certification in Florida. The FTCE and FELE play a critical role toward maximizing the number of Florida educators who possess the requisite knowledge and skills and the capacity to become highly effective educators. To this end, the Department develops the FTCE and FELE to be fair, valid, and reliable assessments that are administered under equitable and secure conditions, with results scored and reported accurately and in a timely manner.

The FTCE/FELE program consists of 41 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 42 assessments. The FTCE tests include the Professional Education Test, the General Knowledge (GK) Test, and 39 Subject Area Examinations. The FELE consists of three subtests covering 13 domains of core curriculum in Educational Leadership.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson. Beginning in October 2007, Pearson assumed responsibility for FTCE/FELE test administration, scoring, and reporting activities.

All FTCE and FELE test development activities, including the writing of assessment items, are conducted or overseen by the Department, using statewide committees of subject matter experts (SMEs) from Florida's colleges, universities, school districts, and K–12 classrooms representing all regions of Florida to ensure appropriate rigor and full alignment to the State Board of Education-approved Florida K–12 standards and national, organization, or industry standards where applicable. All FTCE and FELE tests are developed using processes that are consistent with national standards and best practices for developing large-scale examinations as articulated in *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

Legislative Basis of FTCE and FELE

Certification testing requirements are set forth in Florida Statute 1012.56. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a three-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule 6A-4.00821, FAC, to take and pass the FELE.

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the State Board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Test Form Information

The FTCE and FELE examinations contain multiple-choice items, performance items, or both multiple-choice and performance items. Some tests are composed of three or more subtests (e.g., FELE, General Knowledge, Prekindergarten/Primary PK–3). The design and length of the tests vary across subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, and to enable—to the extent possible—stable scores to be derived from the tests. The tests are administered as timed tests. The time allotted for each test (or subtest, as applicable) is based on test length and

method of assessment. A table providing the number of multiple-choice and performance items in each test and the test administration time allotted for each of the FTCE and FELE tests is included in [Appendix A](#).

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2019 development activities.

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validation techniques traditionally used to support the use of tests for licensure and certification are described in *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel, throughout the test development process. These Florida subject matter experts may (1) engage in a literature review of fields identified for development; (2) participate in the development of competencies and skills to be the basis of the test; (3) participate in a statewide survey of those competencies and skills, as appropriate; (4) develop test item specifications; (5) write test items; (6) review and validate draft test items and test forms; and/or (7) recommend test-level cut scores to help establish passing standards.

The statutory basis for the FTCE and FELE certification examinations is 1012.56, F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 5), and professional preparation and education competence (subsection 6). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made with regard to measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the test adequately measures the knowledge and skills for which it was developed.

FTCE/FELE Test Development, Revision, and Validation Process

The various steps of the test development process involve qualified Florida educators (e.g., classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of the development, and the creation of assessment materials that are job-related, accurate, measurable, free from bias, and aligned with State Board of Education-approved educational standards for the subject area.

All examinations that undergo test development are revised to be aligned to State Board of Education-approved educational standards. For example, if a subject area has completely new education standards (e.g., Florida Educator Accomplished Practices [FEAPs]), then the revision of the current competencies and skills may range anywhere from 75% to 100% revision. If the current competencies and skills are in near alignment with newly adopted standards, then revision of the current competencies and skills may range anywhere from 20% to 75% revision.

Establish Committees

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida K–12 school teachers, district curriculum specialists/coordinators, and college and university faculty. Committee members are selected to represent various institutions and educational philosophies and to reflect the diversity of the Florida population demographically, geographically, and by professional expertise.

Literature Review

For each subject area undergoing development, a literature review may be conducted to inform decisions regarding the design of the FTCE competencies and skills. The literature review activities may include a review of National and State Standards and related policy documents; preparation of an initial crosswalk of the current competencies and skills; research to identify field-specific essential knowledge, current trends, best practices, and areas of emphasis; and collation of references regarding current research in the field and resources (e.g., textbooks, journals). Outcomes of the literature review are used to inform proposed revisions and updates to the competencies and skills.

Develop, Validate, and Finalize Competencies and Skills and Test Blueprints

For each subject area undergoing development, a committee of Florida educators is established to review and validate proposed revisions to existing competencies and skills. The committee uses specified review criteria to revise, delete, or add competencies and skills to reflect current job-related teaching practice, accepted teaching theory, Florida Statutes, and State Board of Education-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency as needed, resulting in the test blueprint.

Following this meeting, a statewide content validation survey is conducted to gather data for each subject area regarding the degree to which each skill statement is related to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

Following the conclusion of the content validation survey, a committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

Develop and Validate Item Specifications

Item specifications are used to guide development of test items. Following finalization of the competencies and skills for each subject area, item specifications are updated. Item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, model item shells, and possible “lead-ins” for item development. A committee of Florida educators is convened to review and validate the item specifications according to specified review criteria.

Item Development, Field Testing, Pilot Testing, and Validation

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written according to the item specifications. Prior to field/pilot testing, a committee of Florida educators is convened to review each item to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following the field/pilot testing, a committee of Florida educators is convened to validate

each item in conjunction with the field/pilot test data obtained. Field and/or pilot test data are also used to assure the quality and performance of test items before use on operational test forms.

Test Form Assembly and Validation

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. A committee of Florida educators is convened to review and validate the forms according to specified review criteria. Committee members are administered each test form. Their test results, in addition to the field/pilot examinee test results, guide them in this validation process. Prior to the finalization of each new test form, Florida educators serve as key validators to confirm validity and accuracy of new test items on forms. In addition, after initial administration of each new test form, Florida educators conduct a second key validation task, reviewing test items to confirm validity and accuracy prior to final scoring decisions.

Test Information Guide Development

For each subject area undergoing development, updated Test Information Guides are developed. The updated guides include competencies and skills, test blueprint, sample test items linked to specific competencies, and an annotated bibliography of textbooks or other preparation resources.

Standard Setting

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation because the standard setting process produces a recommended passing score (also referred to as a “cut score”)—a boundary line between just acceptable knowledge and skills relative to the construct of interest and unacceptable knowledge and skills. The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance, but not so high to be unreasonably limiting (AERA, APA, & NCME, 2014). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and to ensure alignment with the latest Florida state standards. Hambleton and Pitoniak (2006) recommend that standard setting processes include the following nine steps:

1. Selecting standard setting method
2. Choosing panelists
3. Preparing performance-level descriptors
4. Training panelists
5. Collecting item ratings
6. Providing feedback to panelists
7. Compiling panelists' ratings to obtain performance standards
8. Conducting panelists' evaluation, and
9. Compiling validity evidence and preparing documentation

Standard setting method

The modified Angoff method (Angoff, 1971) is used to set passing scores for the examinations. Using this method, subject matter experts review each item and mark the proportion of the “beginning effective teacher candidate” population (or other appropriate performance-level descriptor) that would provide a correct response. An extended explanation of the Angoff method appears within Section VI of this report.

Test Development for 2019

In 2019, the Bureau of Postsecondary Assessment continued test development activities for four FTCE/FELE examinations. These examinations were developed according to the development process described previously.

The fields were as follows:

- Guidance and Counseling PK–12¹
- School Psychologist PK–12
- Hearing Impaired K–12
- Visually Impaired K–12

Test development activities for all four fields will continue in 2020. As part of these development activities, the planned new test form length for Hearing Impaired K–12 and Visually Impaired K–12 is 100 items. (See [Appendix A](#) for current test form information.)

Additional development activities were conducted in 2019 by the Department to expand item banks and/or develop additional test forms in the following fields:

- Elementary Education K–6
- English 6–12
- ESOL K–12
- Florida Educational Leadership Examination
- General Knowledge: English Language Skills
- General Knowledge: Mathematics
- Mathematics 6–12
- Middle Grades English 5–9
- Middle Grades Mathematics 5–9
- Prekindergarten/Primary PK–3
- Professional Education

V. TEST ADMINISTRATION

Overview of Test Administration Activities

This section of the report outlines the administration processes for computer-based testing (CBT) for the FTCE and FELE and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2019 administration year. The section includes additional information pertaining to key test administration processes.

Test Administration Changes in 2019

In 2019, the State Board of Education reviewed and approved a new fee structure for FTCE that became effective April 22, 2019. This new registration fee structure reflected reduced fees, fees based on number of subtests being taken, and the elimination of an additional/higher fee for retake attempts.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2019 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2019.

¹ Note: In January 2020, the Bureau of Postsecondary Assessment initiated the renaming process of this examination from "Guidance and Counseling PK–12" to "School Counseling PK–12." For the purposes of this 2019 report, this examination will be referenced as "Guidance and Counseling PK–12."

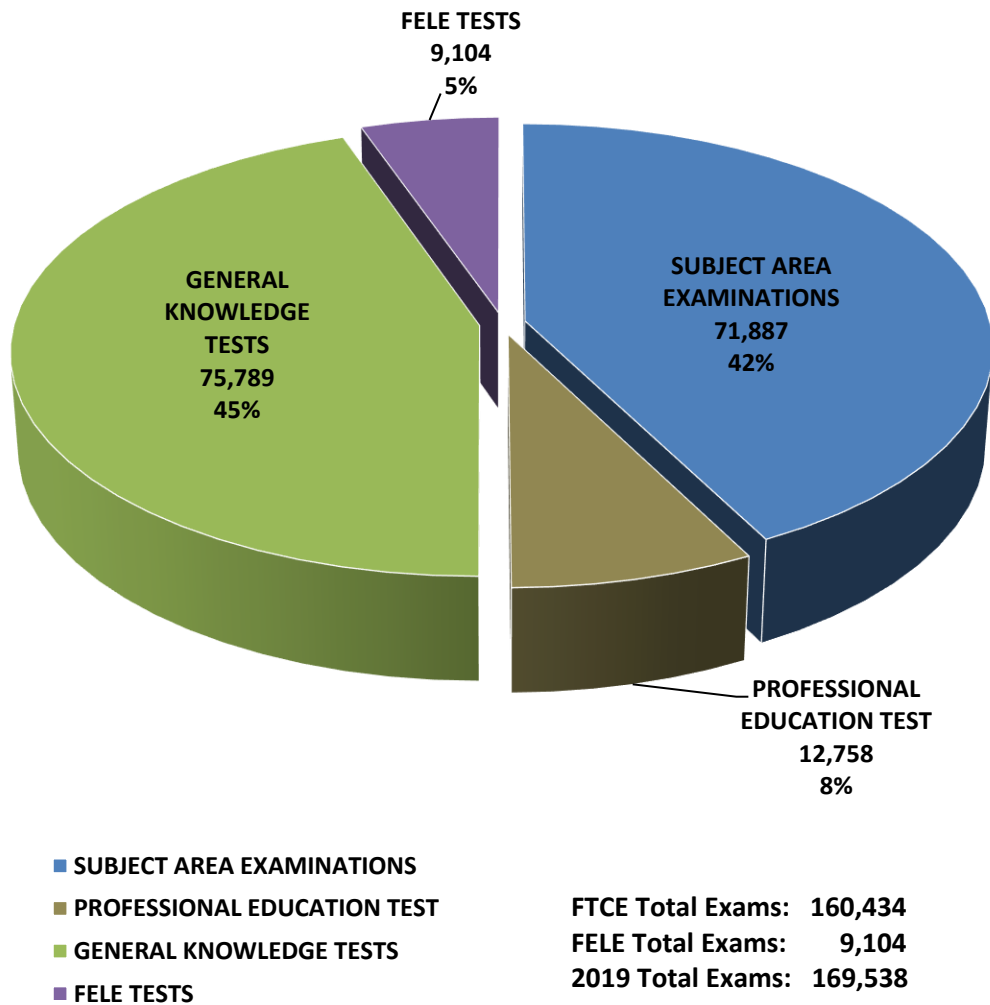
Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2019. In this chart, only examinees' best attempts are represented, regardless of the number of attempts they had for a particular test. For examinees who took the subtest-based assessments, only one attempt is represented across all subtests.

Figure 4 shows the number of retake attempts for the various FTCE/FELE examinations administered in 2019. All retake attempts are represented in this chart. It is important to note that an examinee may have multiple retake attempts in a single test field or across multiple tests.

Figure 5 shows the number of examinees with at least one retake attempt in 2019. Examinees with multiple retake attempts for a single test field are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

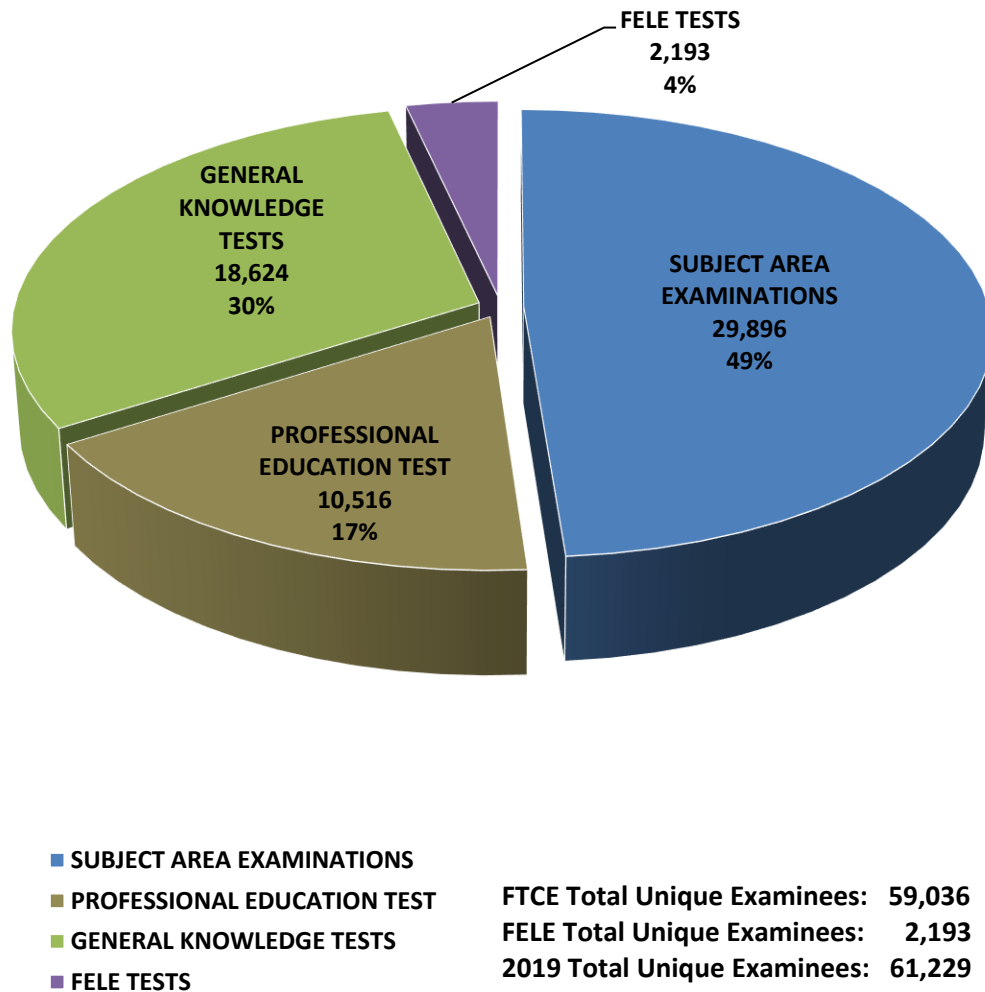
Figure 1 2019 Administration Year January 1, 2019–December 31, 2019	
Program Overview	
The FTCE/FELE testing program offered 42 unique examinations, including	
<ul style="list-style-type: none"> • General Knowledge • Professional Education 	<ul style="list-style-type: none"> • 39 Subject Area Examinations • FELE
Computer-Based Testing (CBT)	
<ul style="list-style-type: none"> • Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations) 	
Number of Sites	38 in Florida, 248 out of state, 92 Military
Total Examinations Administered: 169,538	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2019



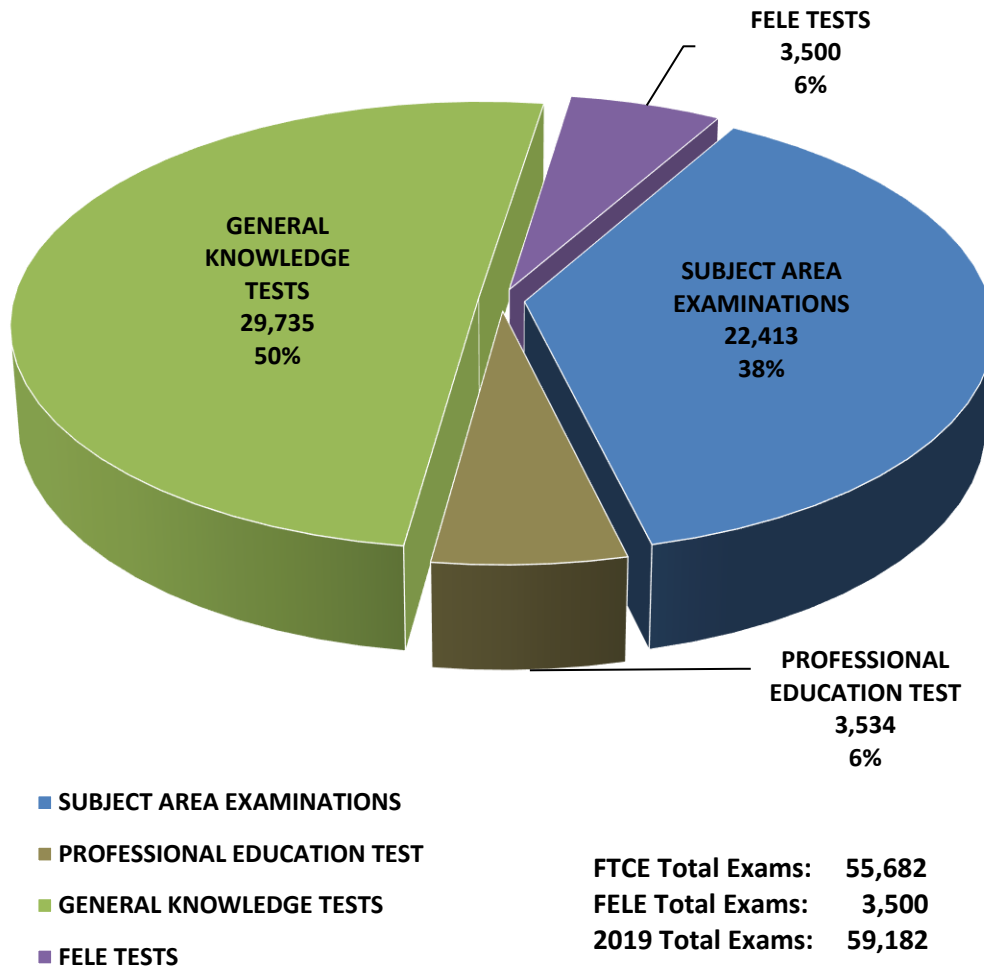
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. These counts include first-time and retake administrations.

Figure 3
Unique FTCE/FELE Examinee
Counts for 2019



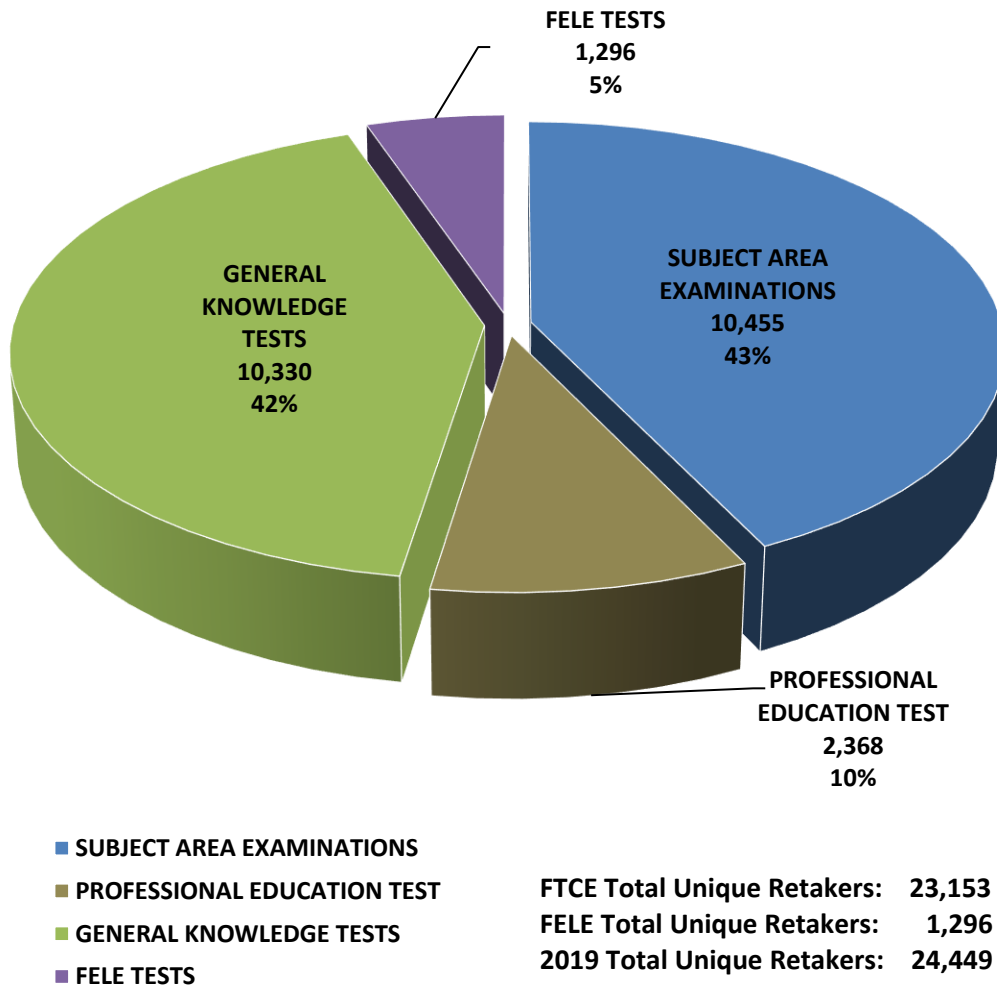
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. Within this chart, examinees are counted once per exam taken regardless of the number of times they actually take the test. For example, an examinee who took Mathematics 6–12 multiple times will be included only once within the Subject Area Examinations section of the chart. If an examinee has taken multiple examinations, they will be counted once per exam taken. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 will be included twice within the Subject Area Examinations section of the chart. If an examinee took Professional Education and FELE, regardless of the number of retakes, they would be included once within the Professional Education section of the chart and once within the FELE section of the chart.

Figure 4
Total FTCE/FELE Test Administration
Retake Counts for 2019



Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2019



Note: One examinee may retake multiple examinations and/or retake a single examination multiple times before passing. Within this chart, examinees are counted once per exam regardless of the number of retake attempts. For example, an examinee who retook Mathematics 6–12 three times before passing will be counted once within the Subject Area Examinations section of the chart. In addition, if an examinee retook both Mathematics 6–12 and Middle Grades Mathematics 5–9 one time, this would be counted as two retakes (one per unique exam) and reported within the Subject Area Examinations section of the chart.

Test Administration Procedures

The test administration procedures include communication of program information and the individual examinee's experience including initial contact, registration, and taking the examinations at a testing center.

Program Information & Communications to Examinees

There are a number of sources of information about the FTCE/FELE testing program for potential examinees, school districts, universities and colleges, and the general public.

Website

The FTCE/FELE contractor website (<http://www.fl.nesinc.com/>) provides the most accurate and up-to-date information on the FTCE/FELE program. The website includes information on

- each FTCE/FELE examination;
- test sites and the examinations offered;
- instructions for registration;
- what to expect on the day of the test;
- score release information;
- post-score release information, including ordering additional score reports, and score verification; and
- resources for faculty.

The website provides online uploading of forms. An online Secure Document Uploader Form enables candidates to submit secure materials related to account information to the Pearson Customer Contact Center. An online Alternative Arrangements Request form enables candidates seeking alternative testing arrangements to complete and submit this request online, eliminating the need to mail or fax this form. Supporting documentation for alternative testing arrangement requests can also be uploaded as part of this enhanced online process.

The website includes an "Important Announcements" section on the home page. This section is used for specific announcements, including but not limited to:

- notice of changes to the FTCE/FELE program,
- notification of score release,
- information about FTCE/FELE pilot testing, and
- emergency announcements pertaining to delayed or cancelled testing.

Each announcement links to a stand-alone webpage that can be edited and removed as needed.

Test Information Guides

Examinees can access Test Information Guides directly from the website in a format that is interactive and includes embedded links for fast and easy navigation between sections, enabling users to:

- focus on specific areas of interest;
- answer sample questions and confirm the correct response on screen; and
- print individual questions or entire sections.

In 2019, the Test Information Guides for General Knowledge, English 6–12, Middle Grades English 5–9, FELE, Spanish K–12, and French K–12 were updated to include one or more of the following enhancements:

- Updated performance item test directions
- An additional writing sample item with:

- Sample passing response
- Sample not passing response

Each sample response includes rationales that cross-reference the scoring criteria and may also include annotations that reference the performance characteristics used in evaluating written responses.

The Test Information Guides for Professional Education and the General Knowledge Test (English Language Skills and Mathematics subtests) were updated to include additional sample multiple-choice questions.

Faculty Resources

The contractor website includes a link on the home page for faculty. The faculty resources offer tools, strategies, and support materials to help faculty prepare teacher candidates for the FTCE and school administration candidates for the FELE. These resources are designed to assist educator preparation faculty and others in

- understanding FTCE/FELE test content,
- helping candidates prepare to take the tests, and
- interpreting candidate score reports.

Program Information Flyer

A downloadable and printable program information flyer is available on the contractor website that provides an overview of the FTCE/FELE testing program. It includes a list of available tests, test fees, and information on when and where to test. This one-page flyer can be easily posted or distributed by program faculty and administrators to candidates preparing to test.

Customer Service

Examinees can speak with a representative from 8 a.m. to 6 p.m. Monday through Friday. Customer Service Representatives have access to examinees' registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process. In some cases representatives may refer examinees to the appropriate state agency for the information they are seeking, as Pearson cannot answer questions about certification requirements or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE website, the Department of Education website, and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available to examinees via email. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

Examinees can also interact with a representative via Live Chat available from the "Contact Us" page on the FTCE/FELE contractor website. Live Chat is available during regular customer service hours.

Registration Process

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting a testing date, testing site, and the specific examinations for which they wish to register. Examinees can review this registration information and change their registration by logging into "My Account" from the website.

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process. Examinees initiate the registration process online, send in their requests for accommodations, and then contact a Customer Service Representative to complete the registration process.

Military Certification Fee Waivers

The Florida legislature expanded opportunities for military personnel, veterans, and their spouses to join the education profession through passage of the Don Hahnfeldt Veteran and Military Family Opportunity Act (Chapter 2018-007, L.O.F.). Effective July 1, 2018, the act provides the opportunity to request waivers of initial certification and certification examination fees for active duty military personnel, honorably discharged veterans, and their spouses or surviving spouses. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

Paper-Based Testing (PBT) Administration

The FTCE/FELE system does not administer paper-based tests (PBT) except as an accommodation when requested and supported by appropriate documentation.

Computer-Based Testing (CBT) Administration

The FTCE/FELE program was the first educator certification program in the nation to move to a fully computer-based testing system. In 2019, computer-based testing was available six days a week at 377 test sites, including 38 sites within Florida, 248 sites out of state, and 92 Military/DOD-only sites in the United States and abroad. The Troops to Teachers program for military applicants serving overseas continues to offer on-base computer-based testing for the FTCE/FELE examinations.

VI. TEST SCORING AND REPORTING

This section of the report addresses the scoring and reporting processes and procedures for the FTCE and the FELE.

Quality Control

Scoring and reporting quality control procedures are implemented throughout the testing process, from test publishing to score release. The Department reviews and approves all test forms before they are published for administration.

Prior to test administration, Pearson and the Department check the accuracy of multiple-choice answer keys, equating, and cut score information for all test forms scheduled for administration. Pearson and the Department also check the accuracy of computed scaled scores and resulting score reports before examinee score reports are released.

Additional information pertaining specifically to holistic scoring quality control procedures can be found later in this section.

Multiple-Choice Item Scoring

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys.

Item and Test Analyses

Both item- and test-level statistics are generated for the tests administered as part of the FTCE, as well as for the FELE. These statistics provide a measure of the quality of the items and the test as a whole.

Item-Level Statistics

The statistics for each item include

- p-value: an item's p-value is an estimate of the difficulty of the item and is the proportion of candidates selecting the keyed correct response;
- item-to-test point biserial correlations: an estimate of the ability of an item to discriminate high-performing from low-performing examinees;
- item response distribution by response option: summary of the number and proportion of examinees selecting each response option.

Test-Level Statistics

The analyses for the total test include the following:

- Number of examinees who have taken the test
- Total number of items on the test forms
- Number of scored items: the number of items contributing to an examinee's score
- Number of non-scored items: the number of items not contributing to an examinee's score
- Descriptive raw score statistics such as mean, median, and standard deviation
- Average p-value: for multiple-choice items, this indicates the overall difficulty of the test
- Average point biserial: how well the test discriminates high-performing from low-performing examinees
- KR20 test score reliability (see details under reliability section)
- Standard error of measurement (see details under reliability section)
- Brennan-Kane dependability index (see details under reliability section)

The outputs from these analyses are reviewed before examinee scores are reported. Items designated as "scored" are used to calculate examinee total test scores.

Reliability

Reliability is "the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure..." (*Standards for Educational and Psychological Testing* [AERA, APA, & NCME, 2014], p.222–223).

Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

The FTCE/FELE program reports three measures of reliability: the Kuder-Richardson (KR20) index, the Brennan-Kane (BK) index, and the standard error of measurement (SEM).

Kuder-Richardson index

The Kuder-Richardson (KR20) index is a measure of overall test score reliability, and it requires a single test administration to estimate the degree of homogeneity of test scores (Kuder & Richardson, 1937). Homogeneity refers to the degree to which the items on the test are consistent with one another. KR20 is generally applicable to tests composed of multiple-choice items. It is reported in the range 0 to 1, with a higher number indicating a greater level of internal consistency (reliability).

Brennan-Kane index

The Brennan-Kane (BK) dependability index is a measure of reliability associated with a particular cut score. This reliability coefficient provides the level of agreement in classification decisions associated with a cut score. The index ranges from 0 to 1. The closer the index is to 1, the more dependable the classification decisions made on the basis of the scores from the test.

Standard Error of Measurement (SEM)

The SEM is the standard deviation of an examinee's observed scores from repeated administrations of the same test or parallel test forms. The SEM provides an estimate of the amount of measurement error present in the test scores.

Separate KR20 and BK coefficients are calculated for each FTCE and FELE test form using data from the annual administrations.

Item Bias

Efforts to avoid bias begin with the way the assessment materials are created and reviewed. The FTCE/FELE development process includes the review criterion of "freedom from bias" for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive to or biased against any identified group.

In addition, on a monthly basis, item bias (differential item functioning) statistics are reported for forms that meet the specified criteria for focal groups (focal group: N=30 or more examinees). Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

Performance Assessment Scoring

Several of the tests in the FTCE/FELE program include performance items. (See [Appendix A](#) for test information.) Responses to the performance items are scored by qualified educators (raters) using holistic scoring procedures.

Rater Selection Criteria

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a Bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score the General Knowledge (GK) examination if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level

administrator with at least three years of experience who has retired within the past two years; or a retired faculty member who has had three years of experience as a school administrator or district-level administrator within the last ten years

- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guidelines are applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

Overview of Holistic Scoring Sessions

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted on a predetermined schedule throughout the year in order to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training
- Rater calibration
- Scoring operational responses
- Invalid response procedure

Holistic Scoring Manuals

Holistic Scoring Procedures Manual

This manual summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session. Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

Rater Manual

The Rater Manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired scoring
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes the random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and the introduction of “validation” papers into the FELE, General Knowledge, English 6–12, and English 5–9 scoring process. Information regarding inter-rater reliability and rater agreement for test administrations is calculated by reporting period.

In addition, the Department has made arrangements to observe scoring sessions via teleconference technology and to participate in the rater-feedback process. This constant monitoring of the scoring process and outcomes is coupled with an annual on-site monitoring visit by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

Analysis and Reporting of Results

This section of the report describes the analyses that are conducted following administrations of the FTCE and FELE for the purposes of test form equating and reporting results to candidates, institutions, and the Department.

Equating

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of test equating is to compensate statistically for possible variability in the characteristics of the test forms that may affect examinees’ scores (i.e., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate’s scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers to attribute differences in scores across test forms to differences in knowledge and skills and not differences in the difficulty of the test forms. Equating also ensures comparability and interchangeability of scores from different forms of a given test.

For FTCE/FELE examinations with 50 or more examinees per a given test form’s administration (except for the Professional Education Test, General Knowledge multiple-choice subtests, and Elementary Education subtests), one of two equating methods is used as described below. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Linear (Angoff IV) Equating

Other equating methods used for the FTCE/FELE program include item response theory (IRT), equal-percent, and equipercentile. These are described below.

Item Response Theory (IRT) Method

The Item Response Theory (IRT) equating method is implemented for the Professional Education test. IRT is a model for design, analysis, and scoring of tests that postulates that examinee performance on an item is dependent on the examinees’ ability. Under this model, a true score equating procedure was used to link a raw score on the new form with an equivalent raw score on the base form via test characteristics curves for the two test forms.

Equal-Percent Method

Unless otherwise directed by the Department, for test forms with fewer than 50 examinees per a given test form's administration, the equal percentage parallel form method is used. Under this method, the passing score for the new form is the same percentage of correct items as it is for the base form referenced in the State Board of Education Rule. All test forms developed after the first administration are constructed to be parallel and equivalent forms of the first form.

Equipercentile Method

Equipercentile equating refers to the equating where raw scores on the new form are transformed to percentile ranks that are equivalent to the percentile ranks on the base form. This equating method is used to determine preliminary cut scores for the FTCE/FELE program in the period before standard setting cut scores have been approved by the State Board of Education (SBE). When new test forms have been created for a newly developed test field, the preliminary cut score for the new form is the raw score that produces the same pass rate as the pass rate for a defined examinee sample that took tests from the previous generation of the test. For the FTCE/FELE program, the reference examinee sample group is usually first-time examinees that took previous generation tests in a most recent 12-month period.

Score Reports for Examinees, Institutions, and the Department

Scale Scores

Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that the various tests can be interpreted in the same scale units, unaffected by the fact that there may be different numbers of questions. The reporting scale is a linear transformation of the original raw score for each test. For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For some of these tests, the multiple-choice and performance components are scored independently and examinees must obtain a passing score on each component to pass the overall test. For others, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish K–12 test is based on combining and weighting the multiple-choice (equated) raw score (60%), the writing score (15%), and the speaking score (25%). The weighting schemes differ from test to test depending on the recommendations of the test development committees. Beginning in January 2015, the multiple-choice and performance sections of the English 6–12 and Middle Grades English 5–9 examinations were scored separately, and examinees must pass both sections independently.

For the second-generation FELE, which began in January 2009, and the third-generation FELE, which began in January 2014, the reporting scale score is also a linear transformation of the original raw score for each subtest. Prior to January 2015, FELE Subtest 3 scores were based on combining and weighting the multiple-choice score (70%) and performance score (30%). Beginning in January 2015, the multiple-choice and performance sections of FELE Subtest 3 were scored separately so that examinees are now required to pass both sections independently.

Score Reporting

Score reports are released to examinees on a weekly schedule dependent on the examination taken and mode of testing. For multiple-choice (MC) tests, examinee scores are officially reported approximately two weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, General Knowledge Essay, Middle Grades English 5–9 Essay, English 6–12 Essay, and FELE Subtest 3 Written Performance section), examinee scores are reported approximately four weeks after the test date. Unofficial reports for computer-based tests containing only multiple-choice items are provided to the

examinee on site at the conclusion of each test except for redeveloped or revised test forms requiring additional statistical and key validation reviews. All scores, though, are reported within four weeks of the test date.

Official score reports are available to examinees through the score website for five years from the score report release date. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date. A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

For any examinee who obtains a scale score that results in a status of “Not Pass,” the score report provides detailed information of their performance on each competency area. For each competency area, the detailed report displays the total number of items and the proportion of items that the examinee answered correctly. As of January 2019, the average competency level performance of examinees at the state level was added to the score report. A sample report is provided in [Appendix G](#).

The Score Reporting System is the system that colleges, universities or PDCPs can access upon request to receive examinee performance results. The Institutional Score Reporting System provides institutions with the ability to specify a title for a requested report and select the examinations to include in the report. In addition to providing results on performance by competency area for a specified group of examinees, the report also provides statewide performance levels for competencies of any selected examinations. A sample report is provided in [Appendix G](#).

ResultsAnalyzer® is a tool for institutions of higher education to use in analyzing results from the FTCE/FELE examinations. Using *ResultsAnalyzer*® faculty can generate tailored reports by examination or examinee and filter these results through many factors, including time period, examinee demographics, and Title II eligibility. Some analyses are available as charts or graphs. These analyses can be printed or downloaded into a local Excel program for further analysis and merging with other data sets. Webinars, individual working sessions, and group presentations are held upon request to provide higher education faculty with information on how to access and generate reports for their individual needs.

In April 2018, the FTCE/FELE program implemented a secure and updated web-based edReports portal that provides Florida universities, colleges, and districts with examinee testing results. On the official score release dates, reports are provided through the edReports portal to each institution for all examinees who requested during registration that their scores be sent to the institution. To use the portal, each institution is required to have a primary score report contact who is responsible for serving as the point of contact for announcements, updates, or information from the Department of Education concerning the FTCE/FELE program. The primary score report contact is also responsible for managing user data access for their institution. Institutions can also access *ResultsAnalyzer*® as well as the institution-requested reports through the edReports portal.

VII. STATE-APPROVED PROGRAMS FTCE/FELE OUTCOMES

Teacher Preparation in Florida

There are three types of state-approved programs that lead to certification of new teachers in Florida: Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Development Certification Programs (PDCPs).

Initial Teacher Preparation Programs are generally offered at postsecondary institutions and typically culminate in a bachelor's or master's degree. This is the more traditional pathway to a teaching license.

Educator Preparation Institutes provide an alternate route to teacher certification for prospective teachers, including career changers and recent college graduates who already hold a bachelor's degree. EPIs are generally provided by postsecondary institutions.

Professional Development Certification Programs are an alternate route offered by school districts, charter schools, and charter management organizations that allow teachers with temporary licenses to work as teachers of record while earning their full certification.

For 2019, there were 96 providers of teacher preparation programs in Florida. Per 6A-5.066, Florida Administrative Code, eligible providers of teacher preparation programs are Florida postsecondary institutions, private providers, school districts, charter schools, and charter school management organizations. Of the 96 providers, 32 are districts that run their own PDCP programs.² All other providers are institutions of higher education (IHEs), including 35 public IHEs and 29 private IHEs.

VIII. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December of 2019. This section also includes customer service statistics for the 2019 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information ([Appendix A](#))
- Pass Rate Statistics ([Appendix B](#))
- Longitudinal Passing Rates ([Appendix C](#))
- State-Approved Programs FTCE/FELE Outcomes ([Appendix D](#))
- Test Administration Statistics ([Appendix E](#))
- Customer Service Statistics ([Appendix F](#))
- Sample Score and Competency Reports ([Appendix G](#))

The FTCE/FELE report summaries below are followed by the corresponding data charts, which appear in the appendices.

FTCE/FELE Test Form Information

This report includes information about key aspects of the FTCE/FELE examinations. For each field, the report lists the number of multiple-choice items on the examination, along with the number and type of performance items, if applicable. The report also includes the total testing time that examinees receive and what, if any, supplemental testing materials that an examinee may receive during the test (e.g., math reference sheet).

² The authorizing statute for professional development certification programs (Section 1012.56(8), FS) was amended to reflect that districts may provide such programs, rather than must do so. As a result, some districts have approved programs that are inactive. At present, there are five PDCPs without active enrollments.

Pass Rate Statistics

This Appendix contains the following reports:

Number of Tests and Percent Passed in 2019

This report provides pass rates for first-time, retake, and all attempts by field for all 2019 administrations.

Number of Examinees Tested and Percent Passing – 2019

This report provides pass rates for first-time, best and retake attempts.

Longitudinal Passing Rates

This report provides the examinee pass rates by field for the last four years (2016 to 2019) based on the examinee's best attempt.

Title II

Title II is a reporting program mandated by the Federal government through Sections 205, 206, 207, and 208 of the Higher Education Opportunity Act. The Federal law was enacted in August 2008 and aims to monitor the quality of teachers. Title II requires states and institutions of higher education (IHEs) to provide annual reports regarding their teacher preparation programs. For the FTCE/FELE program, IHEs provide Pearson with a list of examinees who belong to their institutions. Pearson uses this information to assemble testing results for each institution.

[Appendix D](#) provides examinee performance reports based on Title II reporting. An examinee is classified as belonging to a preparation program if a Florida state-approved teacher preparation institution claimed the examinee during Title II data processing for a specified test field. Results in this Appendix are provided by Title II year, which spans from August 1 to July 31. The Appendix shows pass rates for examinees affiliated with a program as well as those not affiliated with a program. Please note that results presented in [Appendix D](#) may not match results presented in other sections of the Technical Report; Title II results are not provided by calendar year as is the case with the other reports.

The following reports are presented in [Appendix D](#):

Number of Tests and Percent Passed

This report shows pass rates by field for first-time, retake, and all test attempts for examinees claimed by state-approved preparation programs during the 2018–2019 Title II year.

Number of Examinees Tested and Percent Passing

This report provides unique examinee counts and pass rates by field for first-time, retake, and best attempts for examinees claimed by state-approved preparation programs during the 2018–2019 Title II year. Pass rates are based on each examinee's best attempt in cases where an examinee had multiple attempts.

Longitudinal Pass Rates by Field

This report provides the number of examinees and their pass rates by field for the 2016–2017, 2017–2018, and 2018–2019 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs as well as examinees not belonging to teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Summary Data by Examination Count

This report provides the number of examinees by field that registered and took examinations for the 2016–2017, 2017–2018, and 2018–2019 Title II years. The registration and testing counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs.

Unique and All Examinee Counts

This report provides all and unique examinee counts for retake as well as all attempts. The counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs for the 2016–2017, 2017–2018, and 2018–2019 Title II years.

Test Administration Statistics

This report provides the number of examinations registered for and taken in the last four years (2016 to 2019), by examination name.

Test Center Counts

This Appendix provides the following reports:

Counts by Test Site

This report provides the number of examinations registered for and taken in 2019 by test site name and location.

Counts by Test Site Location

This report provides the number of examinations registered for and taken in 2019 by location of the test center (Florida or Non-Florida).

Customer Service Statistics

This Appendix contains a series of reports that provide:

- Number of score reports sent per examinee request to school districts and educational institutions for each month of the 2019 administration year
- Comparison of 2018 and 2019 monthly customer service contact volumes for all channels
- Comparison of total 2018 and 2019 customer service contacts by channel
- Customer service call statistics for each month of the 2019 administration year
- Customer service email volume for each month of the 2019 administration year
- Customer service chat volume for each month of the 2019 administration year
- Customer service chat feedback survey summary for 2019
- Examinees' retrieval statistics for 2019 electronic score reports
- Examinees' retrieval statistics for 2019 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2019

Sample Score and Competency Reports

This Appendix provides samples of an examinee score report and Institution Competency Report generated by the enhanced Institution Score Reporting System. The enhancements to the reporting system were implemented in July 2013.

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State Board of Education Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A
FTCE/FELE Test Form Information

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Test Form Information

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
Florida Educational Leadership Examination (FELE)						
841	Subtest 1: Leadership for Student Learning	70			120 min	
842	Subtest 2: Organizational Development	70			120 min	
843	Subtest 3: Systems Leadership Multiple-Choice Section	55			90 min	
844	Subtest 3: Systems Leadership Written Performance Section		1 written	1–6	60 min	
General Knowledge Test						
825	Subtest 1: Essay		1 written	1–6	50 min	
826	Subtest 2: English Language Skills	40			40 min	
827	Subtest 3: Reading	40			55 min	
828	Subtest 4: Mathematics	40–45			100 min	on-screen calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	110–120			150 min	
Subject Area Examinations						
054	Agriculture 6–12	120			150 min	
001	Art K–12	110			150 min	
002	Biology 6–12	120			150 min	
051	Business Education 6–12	120			150 min	
003	Chemistry 6–12	100			150 min	scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	120			150 min	
006	Drama 6–12	120			150 min	
008	Earth/Space Science 6–12	120			150 min	
010	Educational Media Specialist PK–12	120			150 min	
601	Elementary Education K–6 Subtest I: Language Arts and Reading	60			65 min	
602	Elementary Education K–6 Subtest II: Social Science	55			65 min	
603	Elementary Education K–6 Subtest III: Science	55			70 min	
604	Elementary Education K–6 Subtest IV: Mathematics	50			70 min	mathematics reference sheet
055	Engineering and Technology Education 6–12 (<i>formerly Technology Education 6–12</i>)	120			150 min	
131	English 6–12 Multiple-Choice Section	80			90 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
132	English 6–12 Written Performance Section		1 written	1–6	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	120			150 min	
061	Exceptional Student Education (ESE) K–12	120			150 min	
052	Family and Consumer Science 6–12	120			150 min	
015	French K–12 Speaking Writing	83	2 oral 1 written	1–6 (5 components) 1–5	150 min	special character chart
171	German K–12 Subtest I: Multiple Choice and Written Performance	95	2 written	1–4	90 min	special character chart
172	German K–12 Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	60 mins	
018	Guidance and Counseling PK–12**	120			150 min	
019	Health K–12	120			150 min	
020	Hearing Impaired K–12	120			150 min	
022	Humanities K–12	120			150 min	
024	Latin K–12	100			150 min	
057	Marketing 6–12	110			150 min	
026	Mathematics 6–12	75			150 min	scientific calculator
141	Middle Grades English 5–9 Multiple-Choice Section	80			90 min	
142	Middle Grades English 5–9 Written Performance Section		1 written	1–6	60 min	
004	Middle Grades General Science 5–9	120			150 min	
025	Middle Grades Mathematics 5–9	75			150 min	scientific calculator
038	Middle Grades Social Science 5–9	120			150 min	
028	Music K–12	105			150 min	
063	Physical Education K–12	120			150 min	
032	Physics 6–12	90			150 min	scientific calculator & reference sheet
531	Prekindergarten/Primary PK–3 Subtest I: Developmental Knowledge	60			70 min	
532	Prekindergarten/Primary PK–3 Subtest II: Language Arts and Reading	60			70 min	
533	Prekindergarten/Primary PK–3 Subtest III: Mathematics	50			70 min	mathematics reference sheet
534	Prekindergarten/Primary PK–3 Subtest IV: Science	50			60 min	
007	Preschool Education Birth–Age 4	120			150 min	
035	Reading K–12	120			150 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
036	School Psychologist PK–12	120			150 min	
037	Social Science 6–12	120			150 min	
039	Spanish K–12 Speaking Writing	80	5 oral 1 written	1–6 (4 components) 1–5	150 min	special character chart
042	Speech-Language Impaired K–12	120			150 min	
044	Visually Impaired K–12	120			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score.

**Note: In January 2020, the Bureau of Postsecondary Assessment initiated the renaming process of this examination from "Guidance and Counseling PK–12" to "School Counseling PK–12." For the purposes of this 2019 report, this examination will continue to be referenced as "Guidance and Counseling PK–12."

APPENDIX B
Pass Rate Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2019

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	98	89%	17	59%	115	84%
Art K–12	431	57%	160	40%	591	52%
Biology 6–12	605	69%	200	52%	805	65%
Business Education 6–12	586	54%	272	31%	858	47%
Chemistry 6–12	193	65%	63	54%	256	62%
Computer Science K–12	90	58%	42	29%	132	48%
Drama 6–12	94	83%	23	70%	117	80%
Earth/Space Science 6–12	184	65%	61	48%	245	60%
Educational Media Specialist PK–12	295	70%	80	49%	375	66%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,718	60%	3,122	47%	8,840	55%
Elementary Education K–6 Subtest 2: Social Science	5,717	69%	2,324	50%	8,041	64%
Elementary Education K–6 Subtest 3: Science	5,716	69%	2,087	54%	7,803	65%
Elementary Education K–6 Subtest 4: Mathematics	5,716	56%	3,421	40%	9,137	50%
Engineering and Technology Education 6–12	93	41%	65	28%	158	35%
English 6–12 Multiple-Choice Section	1,522	66%	569	52%	2,091	62%
English 6–12 Written Performance Section	1,522	66%	546	45%	2,068	60%
English to Speakers of Other Languages (ESOL) K–12	813	58%	218	52%	1,031	57%
Exceptional Student Education K–12	3,541	69%	1,332	40%	4,873	61%
Family and Consumer Science 6–12	104	61%	49	41%	153	54%
French K–12	61	74%	17	65%	78	72%
German K–12 Interview	9	100%	2	50%	11	91%
German K–12 Written	9	89%	2	0%	11	73%
Guidance and Counseling PK–12	410	91%	63	63%	473	87%
Health K–12	218	47%	133	41%	351	45%
Hearing Impaired K–12	67	76%	18	39%	85	68%
Humanities K–12	19	42%	3	67%	22	45%
Latin K–12	9	67%	8	63%	17	65%
Marketing 6–12	45	62%	7	57%	52	62%
Mathematics 6–12	789	51%	391	40%	1,180	48%
Middle Grades English 5–9 Multiple-Choice Section	485	31%	381	25%	866	29%
Middle Grades English 5–9 Written Performance Section	485	51%	154	42%	639	48%
Middle Grades General Science 5–9	637	52%	298	41%	935	49%
Middle Grades Mathematics 5–9	1,245	51%	755	38%	2,000	46%
Middle Grades Social Science 5–9	445	78%	94	43%	539	72%

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Music K–12	393	85%	86	70%	479	82%
PK–3 Subtest 1: Developmental Knowledge	1,910	71%	677	47%	2,587	65%
PK–3 Subtest 2: Language Arts and Reading	1,910	49%	1,514	35%	3,424	43%
PK–3 Subtest 3: Mathematics	1,910	62%	920	41%	2,830	55%
PK–3 Subtest 4: Science	1,910	74%	565	48%	2,475	68%
Physical Education K–12	809	43%	577	33%	1,386	39%
Physics 6–12	94	59%	43	42%	137	53%
Preschool Education Birth–Age 4	199	51%	115	33%	314	45%
Reading K–12	256	59%	75	35%	331	54%
School Psychologist PK–12	102	91%	9	56%	111	88%
Social Science 6–12	1,424	64%	602	44%	2,026	58%
Spanish K–12	532	68%	228	41%	760	60%
Speech-Language Impaired K–12	16	88%	3	100%	19	89%
Visually Impaired K–12	38	47%	22	59%	60	52%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	49,474	63%	22,413	44%	71,887	57%
Professional Education (PED)	9,224	78%	3,534	47%	12,758	69%
GK Subtest 1: Essay	11,331	70%	5,919	32%	17,250	57%
GK Subtest 2: English Language Skills (ELS)	11,649	64%	6,835	36%	18,484	54%
GK Subtest 3: Reading	11,603	58%	8,865	33%	20,468	47%
GK Subtest 4: Mathematics	11,471	58%	8,116	33%	19,587	48%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	46,054	62%	29,735	33%	75,789	51%
FELE Subtest 1: Leadership for Student Learning	1,411	71%	801	41%	2,212	60%
FELE Subtest 2: Organizational Development	1,409	67%	787	41%	2,196	57%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,392	62%	1,055	36%	2,447	51%
FELE Subtest 3: Systems Leadership Written Performance Section	1,392	61%	857	55%	2,249	59%
TOTAL FOR ALL FELE SUBTESTS	5,604	65%	3,500	43%	9,104	57%
GRAND TOTAL FOR ALL EXAMINATIONS	110,356	64%	59,182	39%	169,538	55%

N=number of examinees

*Some examinees may have more than one retake attempt and may be counted multiple times.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2019

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	98	89%	104	93%	14	71%
Art K–12	431	57%	477	65%	116	55%
Biology 6–12	605	69%	684	76%	148	70%
Business Education 6–12	586	54%	645	62%	172	48%
Chemistry 6–12	193	65%	220	72%	52	65%
Computer Science K–12	90	58%	102	63%	22	55%
Drama 6–12	94	83%	109	86%	19	84%
Earth/Space Science 6–12	184	65%	195	76%	43	67%
Educational Media Specialist PK–12	295	70%	330	75%	65	60%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,718	60%	6,753	73%	2,202	67%
Elementary Education K–6 Subtest 2: Social Science	5,717	69%	6,540	78%	1,636	71%
Elementary Education K–6 Subtest 3: Science	5,716	69%	6,486	78%	1,554	72%
Elementary Education K–6 Subtest 4: Mathematics	5,716	56%	6,676	69%	2,207	63%
Engineering and Technology Education 6–12	93	41%	120	47%	46	39%
English 6–12 Multiple-Choice Section	1,522	66%	1,750	75%	429	69%
English 6–12 Written Performance Section	1,522	66%	1,692	74%	389	62%
English to Speakers of Other Languages (ESOL) K–12	813	58%	920	64%	182	62%
Exceptional Student Education K–12	3,541	69%	4,051	74%	957	56%
Family and Consumer Science 6–12	104	61%	119	70%	29	69%
French K–12	61	74%	70	80%	14	79%
German K–12 Interview	9	100%	11	91%	2	50%
German K–12 Written	9	89%	11	73%	2	0%
Guidance and Counseling PK–12	410	91%	445	93%	50	80%
Health K–12	218	47%	268	59%	97	57%
Hearing Impaired K–12	67	76%	73	79%	13	54%
Humanities K–12	19	42%	21	48%	3	67%
Latin K–12	9	67%	13	85%	5	100%
Marketing 6–12	45	62%	48	67%	6	67%
Mathematics 6–12	789	51%	986	57%	294	53%
Middle Grades English 5–9 Multiple-Choice Section	485	31%	601	41%	249	39%
Middle Grades English 5–9 Written Performance Section	485	51%	548	56%	121	53%
Middle Grades General Science 5–9	637	52%	743	61%	224	55%
Middle Grades Mathematics 5–9	1,245	51%	1,579	59%	545	53%
Middle Grades Social Science 5–9	445	78%	479	81%	69	58%
Music K–12	393	85%	451	88%	74	81%
PK–3 Subtest 1: Developmental Knowledge	1,910	71%	2,170	77%	508	62%
PK–3 Subtest 2: Language Arts and Reading	1,910	49%	2,361	62%	943	57%
PK–3 Subtest 3: Mathematics	1,910	62%	2,222	70%	627	60%
PK–3 Subtest 4: Science	1,910	74%	2,143	78%	417	65%
Physical Education K–12	809	43%	1,042	52%	395	48%
Physics 6–12	94	59%	114	64%	34	53%
Preschool Education Birth–Age 4	199	51%	242	58%	68	56%
Reading K–12	256	59%	290	61%	54	48%
School Psychologist PK–12	102	91%	106	92%	6	83%
Social Science 6–12	1,424	64%	1,664	71%	413	64%
Spanish K–12	532	68%	657	69%	169	56%
Speech-Language Impaired K–12	16	88%	17	100%	3	100%
Visually Impaired K–12	38	47%	43	72%	15	87%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	49,474	63%	57,391	72%	15,702	63%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Professional Education (PED)	9,224	78%	10,516	84%	2,368	70%
GK Subtest 1: Essay	11,331	70%	13,677	72%	3,712	51%
GK Subtest 2: English Language Skills (ELS)	11,649	64%	14,349	69%	4,488	54%
GK Subtest 3: Reading	11,603	58%	14,802	65%	5,409	54%
GK Subtest 4: Mathematics	11,471	58%	14,811	63%	5,275	51%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	46,054	62%	57,639	67%	18,884	53%
FELE Subtest 1: Leadership for Student Learning	1,411	71%	1,788	74%	564	58%
FELE Subtest 2: Organizational Development	1,409	67%	1,754	72%	566	57%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,392	62%	1,817	68%	687	55%
FELE Subtest 3: Systems Leadership Written Performance Section	1,392	61%	1,765	75%	659	72%
TOTAL FOR ALL FELE SUBTESTS	5,604	65%	7,124	72%	2,476	61%
GRAND TOTAL FOR ALL EXAMINATIONS	110,356	64%	132,670	71%	39,430	58%

N=number of examinees

*Some examinees may have more than one retake attempt.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

Longitudinal Pass Rates

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2016 through 2019)

Examination	2016		2017		2018		2019	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	81	94%	72	88%	84	95%	102	93%
Art K–12	375	93%	368	90%	354	77%	448	65%
Biology 6–12	550	84%	542	81%	532	85%	639	76%
Business Education 6–12	393	84%	400	67%	430	63%	622	64%
Chemistry 6–12	191	80%	183	73%	160	80%	206	72%
Computer Science K–12	49	73%	59	63%	83	57%	97	61%
Drama 6–12	96	94%	98	92%	78	87%	101	85%
Earth/Space Science 6–12	233	75%	177	77%	145	80%	191	77%
Educational Media Specialist PK–12	261	82%	271	80%	259	80%	308	76%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,698	79%	5,706	78%	5,366	80%	6,530	74%
Elementary Education K–6 Subtest 2: Social Science	5,807	84%	5,707	83%	5,411	85%	6,373	79%
Elementary Education K–6 Subtest 3: Science	5,870	83%	5,775	82%	5,339	84%	6,314	79%
Elementary Education K–6 Subtest 4: Mathematics	5,754	80%	5,778	79%	5,361	81%	6,404	71%
Engineering and Technology Education 6–12	129	51%	123	67%	130	57%	114	49%
English 6–12 Multiple-Choice Section	1,417	75%	1,421	74%	1,469	79%	1,693	75%
English 6–12 Written Performance Section	1,486	80%	1,394	81%	1,458	83%	1,659	74%
English to Speakers of Other Languages (ESOL) K–12	871	64%	862	68%	796	68%	871	64%
Exceptional Student Education K–12	3,363	92%	3,401	91%	3,066	84%	3,738	75%
Family and Consumer Science 6–12	130	81%	116	75%	77	77%	112	69%
French K–12	62	84%	79	89%	58	83%	63	79%
German K–12 Interview	7	86%	4	75%	5	80%	9	100%
German K–12 Written	7	86%	4	50%	6	100%	9	89%
Guidance and Counseling PK–12	328	97%	324	96%	355	97%	417	93%
Health K–12	220	59%	187	57%	198	58%	245	60%
Hearing Impaired K–12	71	94%	48	96%	64	88%	69	81%
Humanities K–12	27	59%	19	74%	19	79%	19	47%
Latin K–12	14	71%	15	73%	11	91%	9	78%
Marketing 6–12	32	69%	33	76%	26	69%	45	69%
Mathematics 6–12	786	67%	836	67%	691	67%	864	57%
Middle Grades English 5–9 Multiple-Choice Section	533	43%	490	44%	417	47%	568	43%
Middle Grades English 5–9 Written Performance Section	529	52%	505	59%	434	64%	539	57%
Middle Grades General Science 5–9	629	68%	626	71%	639	67%	695	61%
Middle Grades Mathematics 5–9	1,184	64%	1,201	67%	1,237	66%	1,417	60%
Middle Grades Social Science 5–9	435	85%	376	81%	370	85%	460	82%
Music K–12	320	91%	351	93%	357	91%	408	88%

Examination	2016		2017		2018		2019	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
PK–3 Subtest 1: Developmental Knowledge	1,861	83%	1,804	84%	1,689	84%	2,103	79%
PK–3 Subtest 2: Language Arts and Reading	1,747	74%	1,771	76%	1,704	76%	2,235	65%
PK–3 Subtest 3: Mathematics	1,807	80%	1,823	80%	1,706	80%	2,120	72%
PK–3 Subtest 4: Science	1,863	85%	1,827	85%	1,688	85%	2,078	79%
Physical Education K–12	760	65%	716	64%	756	62%	947	54%
Physics 6–12	75	64%	87	64%	78	73%	102	66%
Preschool Education Birth–Age 4	206	83%	236	65%	200	69%	223	58%
Reading K–12	261	85%	235	69%	191	70%	264	63%
School Psychologist PK–12	89	99%	83	98%	85	98%	104	92%
Social Science 6–12	1,542	78%	1,349	77%	1,192	79%	1,551	71%
Spanish K–12	546	88%	522	78%	508	77%	579	70%
Speech-Language Impaired K–12	29	86%	18	94%	14	86%	16	100%
Visually Impaired K–12	36	86%	20	90%	31	74%	40	73%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	48,760	80%	48,042	79%	45,327	80%	54,720	73%
Professional Education (PED)	8,393	94%	8,597	94%	9,327	93%	9,919	86%
GK Subtest 1: Essay	12,113	86%	13,828	86%	13,856	84%	13,080	74%
GK Subtest 2: English Language Skills (ELS)	11,908	85%	13,948	83%	13,808	82%	13,681	72%
GK Subtest 3: Reading	11,921	82%	13,945	81%	13,633	79%	13,896	68%
GK Subtest 4: Mathematics	11,654	80%	13,728	79%	14,254	77%	13,813	67%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	47,596	83%	55,449	82%	55,551	80%	54,470	70%
FELE Subtest 1: Leadership for Student Learning	1,367	85%	1,593	86%	1,661	84%	1,687	78%
FELE Subtest 2: Organizational Development	1,346	85%	1,590	87%	1,690	83%	1,659	75%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,252	83%	1,606	85%	1,692	82%	1,708	72%
FELE Subtest 3: Systems Leadership Written Performance Section	1,220	85%	1,607	87%	1,704	85%	1,722	75%
TOTAL FOR ALL FELE SUBTESTS	5,185	84%	6,396	86%	6,747	83%	6,776	75%
GRAND TOTAL FOR ALL EXAMINATIONS	109,934	83%	118,484	82%	116,952	81%	125,885	73%

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2016 through 2019)**

Assessment	2016		2017		2018		2019	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	6	83%	4	50%	6	83%	9	89%
English 6–12	1,360	70%	1,390	70%	1,477	74%	1,770	66%
Middle Grades English 5–9	498	35%	489	40%	430	43%	590	36%
Prekindergarten/Primary (PK–3)	1,643	71%	1,717	74%	1,711	74%	2,385	58%
Elementary Education K–6	5,112	72%	5,584	73%	5,427	75%	7,172	62%
General Knowledge (GK)	9,490	73%	12,835	72%	13,641	70%	15,625	53%
Florida Educational Leadership Examination (FELE)	978	75%	1,494	80%	1,714	74%	2,028	58%

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

State-Approved Programs FTCE/FELE Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed: 2018–2019
State Approved Program Examinees

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	12	100%	3	100%	15	100%
Art K–12	54	69%	28	46%	82	61%
Biology 6–12	108	85%	40	63%	148	79%
Business Education 6–12	100	73%	71	27%	171	54%
Chemistry 6–12	45	78%	17	76%	62	77%
Computer Science K–12	13	54%	5	40%	18	50%
Drama 6–12	12	92%	1	100%	13	92%
Earth-Space Science 6–12	23	61%	8	63%	31	61%
Educational Media Specialist PK–12	29	62%	4	75%	33	64%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,331	75%	661	56%	1,992	69%
Elementary Ed K–6 Subtest 2: Social Science	1,331	74%	852	50%	2,183	65%
Elementary Ed K–6 Subtest 3: Science	1,331	78%	602	58%	1,933	72%
Elementary Ed K–6 Subtest 4: Mathematics	1,331	72%	821	45%	2,152	62%
Engineering and Technology Education 6–12	13	62%	13	38%	26	50%
English 6–12 Multiple-Choice Section	250	79%	108	58%	358	73%
English 6–12 Written Performance Section	251	78%	103	59%	354	72%
English to Speakers of Other Languages (ESOL) K–12	155	72%	23	52%	178	69%
Exceptional Student Education K–12	518	80%	147	55%	665	74%
Family and Consumer Science 6–12	6	33%	5	40%	11	36%
French K–12	1	0%	2	100%	3	67%
German K–12 Interview	2	100%	n/a	n/a	2	100%
German K–12 Written	1	100%	n/a	n/a	1	100%
Guidance and Counseling PK–12	142	97%	6	100%	148	97%
Health K–12	26	62%	19	53%	45	58%
Hearing Impaired K–12	6	100%	n/a	n/a	6	100%
Humanities K–12	3	100%	1	100%	4	100%
Latin K–12	n/a	n/a	2	50%	2	50%
Marketing 6–12	7	86%	n/a	n/a	7	86%
Mathematics 6–12	141	65%	84	43%	225	56%
Middle Grades English 5–9 Multiple-Choice Section	44	36%	56	20%	100	27%
Middle Grades English 5–9 Written Performance Section	44	52%	12	75%	56	57%
Middle Grades General Science 5–9	71	69%	49	49%	120	61%
Middle Grades Mathematics 5–9	102	73%	73	42%	175	60%
Middle Grades Social Science 5–9	41	95%	5	40%	46	89%
Music K–12	82	100%	15	80%	97	97%
PK–3 Subtest 1: Developmental Knowledge	241	92%	23	61%	264	89%
PK–3 Subtest 2: Language Arts and Reading	241	77%	102	52%	343	70%
PK–3 Subtest 3: Mathematics	240	82%	55	58%	295	78%
PK–3 Subtest 4: Science	240	91%	45	60%	285	86%
Physical Education K–12	78	63%	55	56%	133	60%
Physics 6–12	21	71%	10	80%	31	74%
Preschool Education Birth–Age 4	46	57%	37	38%	83	48%
Reading K–12	53	68%	33	21%	86	50%
School Psychologist PK–12	75	96%	4	75%	79	95%
Social Science 6–12	218	74%	133	48%	351	64%
Spanish K–12	33	76%	26	35%	59	58%
Visually Impaired K–12	17	82%	1	100%	18	83%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	9,129	76%	4,360	51%	13,489	68%
Professional Education (PED)	3,629	85%	1,366	50%	4,995	76%
GK Subtest 1: Essay	795	78%	766	30%	1,561	54%
GK Subtest 2: English Language Skills (ELS)	796	75%	759	39%	1,555	57%
GK Subtest 3: Reading	796	68%	1,042	35%	1,838	49%
GK Subtest 4: Mathematics	799	65%	1,156	38%	1,955	49%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	3,186	71%	3,723	36%	6,909	52%

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	736	71%	439	41%	1,175	59%
FELE Subtest 2: Organizational Development	732	68%	411	41%	1,143	58%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	738	67%	544	36%	1,282	53%
FELE Subtest 3: Systems Leadership Written Performance Section	738	59%	438	60%	1,176	60%
TOTAL FOR ALL FELE SUBTESTS	2,944	66%	1,832	44%	4,776	58%
GRAND TOTAL FOR ALL EXAMINATIONS	18,888	76%	11,281	45%	30,169	64%

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process. Title II year spans from August 1 to July 31.

N=number of examinees

*Some examinees may have more than one retake attempt and may be counted multiple times.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing: 2018–2019
State Approved Program Examinees

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	12	100%	15	100%	3	100%
Art K–12	54	69%	63	79%	20	65%
Biology 6–12	108	85%	125	94%	30	83%
Business Education 6–12	100	73%	127	72%	40	48%
Chemistry 6–12	45	78%	54	89%	14	93%
Computer Science K–12	13	54%	14	64%	4	50%
Drama 6–12	12	92%	13	92%	1	100%
Earth-Space Science 6–12	23	61%	24	79%	6	83%
Educational Media Specialist PK–12	29	62%	33	64%	4	75%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,331	75%	1,570	87%	472	79%
Elementary Ed K–6 Subtest 2: Social Science	1,331	74%	1,610	88%	531	81%
Elementary Ed K–6 Subtest 3: Science	1,331	78%	1,551	90%	427	82%
Elementary Ed K–6 Subtest 4: Mathematics	1,331	72%	1,587	84%	521	72%
Engineering and Technology Education 6–12	13	62%	20	65%	8	63%
English 6–12 Multiple-Choice Section	250	79%	300	87%	81	78%
English 6–12 Written Performance Section	251	78%	297	86%	80	76%
English to Speakers of Other Languages (ESOL) K–12	155	72%	162	76%	19	63%
Exceptional Student Education K–12	518	80%	575	86%	119	68%
Family and Consumer Science 6–12	6	33%	7	57%	4	50%
French K–12	1	0%	3	67%	2	100%
German K–12 Interview	2	100%	2	100%	n/a	n/a
German K–12 Written	1	100%	1	100%	n/a	n/a
Guidance and Counseling PK–12	142	97%	145	99%	6	100%
Health K–12	26	62%	34	76%	13	77%
Hearing Impaired K–12	6	100%	6	100%	n/a	n/a
Humanities K–12	3	100%	4	100%	1	100%
Latin K–12	n/a	n/a	1	100%	1	100%
Marketing 6–12	7	86%	7	86%	n/a	n/a
Mathematics 6–12	141	65%	180	71%	60	60%
Middle Grades English 5–9 Multiple-Choice Section	44	36%	64	42%	30	37%
Middle Grades English 5–9 Written Performance Section	44	52%	54	59%	12	75%
Middle Grades General Science 5–9	71	69%	92	79%	33	73%
Middle Grades Mathematics 5–9	102	73%	141	74%	47	66%
Middle Grades Social Science 5–9	41	95%	44	93%	4	50%
Music K–12	82	100%	96	98%	14	86%
PK–3 Subtest 1: Developmental Knowledge	241	92%	254	93%	19	74%
PK–3 Subtest 2: Language Arts and Reading	241	77%	290	82%	81	65%
PK–3 Subtest 3: Mathematics	240	82%	264	87%	43	74%
PK–3 Subtest 4: Science	240	91%	267	92%	36	75%
Physical Education K–12	78	63%	104	77%	40	78%
Physics 6–12	21	71%	27	85%	8	100%
Preschool Education Birth–Age 4	46	57%	53	75%	21	67%
Reading K–12	53	68%	64	67%	21	33%
School Psychologist PK–12	75	96%	76	99%	3	100%
Social Science 6–12	218	74%	275	82%	91	70%
Spanish K–12	33	76%	50	68%	18	50%
Visually Impaired K–12	17	82%	17	88%	1	100%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	9,129	76%	10,762	86%	2,989	75%
Professional Education (PED)	3,629	85%	4,134	91%	883	77%
GK Subtest 1: Essay	795	78%	1,146	74%	446	51%
GK Subtest 2: English Language Skills (ELS)	796	75%	1,161	77%	481	61%
GK Subtest 3: Reading	796	68%	1,262	72%	616	59%
GK Subtest 4: Mathematics	799	65%	1,385	69%	739	59%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	3,186	71%	4,954	73%	2,282	58%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	736	71%	929	75%	305	59%
FELE Subtest 2: Organizational Development	732	68%	915	73%	297	57%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	738	67%	971	71%	359	54%
FELE Subtest 3: Systems Leadership Written Performance Section	738	59%	909	77%	340	77%
TOTAL FOR ALL FELE SUBTESTS	2,944	66%	3,724	74%	1,301	62%
GRAND TOTAL FOR ALL EXAMINATIONS	18,888	76%	23,574	82%	7,455	68%

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Title II year spans from August 1 to July 31.

N=number of examinees

*Some examinees may have more than one retake attempt.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2016–2017 through 2018–2019)
Program versus Non-Program

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	27	96%	23	96%	13	100%
	Non-Program	41	83%	51	98%	92	90%
	Total	68	88%	74	97%	105	91%
Art K–12	Program	135	99%	94	96%	58	81%
	Non-Program	242	88%	272	79%	329	60%
	Total	377	92%	366	84%	387	63%
Biology 6–12	Program	214	91%	201	95%	116	95%
	Non-Program	330	73%	328	79%	480	75%
	Total	544	80%	529	85%	596	79%
Business Education 6–12	Program	109	86%	103	78%	119	76%
	Non-Program	274	65%	285	56%	493	59%
	Total	383	71%	388	62%	612	62%
Chemistry 6–12	Program	66	85%	56	86%	49	90%
	Non-Program	118	70%	100	77%	137	74%
	Total	184	76%	156	80%	186	78%
Computer Science K–12	Program	19	74%	11	73%	14	64%
	Non-Program	40	58%	63	49%	62	63%
	Total	59	63%	74	53%	76	63%
Drama 6–12	Program	23	100%	21	100%	12	92%
	Non-Program	71	92%	60	83%	80	88%
	Total	94	94%	81	88%	92	88%
Earth-Space Science 6–12	Program	53	85%	42	86%	24	79%
	Non-Program	138	72%	98	80%	174	73%
	Total	191	76%	140	81%	198	74%
Educational Media Specialist PK–12	Program	27	89%	24	83%	30	60%
	Non-Program	245	78%	219	82%	287	76%
	Total	272	79%	243	82%	317	75%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	2,334	92%	2,065	94%	1,489	89%
	Non-Program	3,002	66%	3,245	70%	4,859	69%
	Total	5,336	77%	5,310	79%	6,348	74%
Elementary Ed K–6 Subtest 2: Social Science	Program	2,355	93%	2,015	95%	1,518	91%
	Non-Program	3,174	74%	3,250	77%	4,682	76%
	Total	5,529	82%	5,265	84%	6,200	80%
Elementary Ed K–6 Subtest 3: Science	Program	2,385	94%	2,037	95%	1,466	93%
	Non-Program	3,189	72%	3,257	77%	4,660	75%
	Total	5,574	81%	5,294	84%	6,126	79%

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 4: Mathematics	Program	2,381	93%	2,015	94%	1,492	87%
	Non-Program	3,135	68%	3,250	72%	4,719	66%
	Total	5,516	79%	5,265	80%	6,211	71%
Engineering and Technology Education 6–12	Program	21	76%	20	60%	20	65%
	Non-Program	92	60%	98	56%	105	49%
	Total	113	63%	118	57%	125	51%
English 6–12 Multiple-Choice Section	Program	454	87%	383	90%	282	89%
	Non-Program	905	68%	1,027	73%	1,327	73%
	Total	1,359	74%	1,410	77%	1,609	76%
English 6–12 Written Performance Section	Program	468	92%	372	93%	279	89%
	Non-Program	925	76%	1,001	79%	1,330	74%
	Total	1,393	81%	1,373	83%	1,609	77%
English to Speakers of Other Languages (ESOL) K–12	Program	193	74%	203	72%	158	76%
	Non-Program	641	63%	600	64%	656	66%
	Total	834	66%	803	66%	814	68%
Exceptional Student Education K–12	Program	930	98%	661	95%	534	88%
	Non-Program	2,399	89%	2,541	85%	2,973	72%
	Total	3,329	91%	3,202	87%	3,507	75%
Family and Consumer Science 6–12	Program	23	74%	14	93%	6	67%
	Non-Program	105	76%	71	70%	96	72%
	Total	128	76%	85	74%	102	72%
French K–12	Program	11	100%	9	89%	2	50%
	Non-Program	54	83%	53	87%	67	81%
	Total	65	86%	62	87%	69	80%
German K–12 Interview	Program	2	100%	n/a	n/a	2	100%
	Non-Program	6	83%	4	75%	4	100%
	Total	8	88%	4	75%	6	100%
German K–12 Written	Program	2	100%	1	100%	1	100%
	Non-Program	7	86%	3	100%	6	100%
	Total	9	89%	4	100%	7	100%
Guidance and Counseling PK–12	Program	116	100%	130	100%	143	99%
	Non-Program	195	94%	203	95%	260	90%
	Total	311	96%	333	97%	403	93%
Health K–12	Program	34	68%	23	70%	31	77%
	Non-Program	136	60%	165	52%	208	57%
	Total	170	61%	188	54%	239	59%
Hearing Impaired K–12	Program	18	100%	12	100%	6	100%
	Non-Program	33	91%	41	85%	67	82%
	Total	51	94%	53	89%	73	84%
Humanities K–12	Program	9	78%	5	80%	4	100%
	Non-Program	18	61%	11	73%	18	56%
	Total	27	67%	16	75%	22	64%

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Latin K–12	Program	4	50%	3	100%	1	100%
	Non-Program	5	100%	13	85%	9	67%
	Total	9	78%	16	88%	10	70%
Marketing 6–12	Program	13	69%	7	100%	7	86%
	Non-Program	16	63%	21	76%	27	59%
	Total	29	66%	28	82%	34	65%
Mathematics 6–12	Program	248	85%	169	85%	151	73%
	Non-Program	573	60%	525	59%	693	56%
	Total	821	67%	694	65%	844	59%
Middle Grades English 5-9 Multiple-Choice Section	Program	79	58%	68	69%	57	46%
	Non-Program	406	41%	353	41%	475	39%
	Total	485	44%	421	46%	532	40%
Middle Grades English 5-9 Written Performance Section	Program	87	75%	65	78%	52	62%
	Non-Program	418	54%	360	57%	455	58%
	Total	505	57%	425	60%	507	59%
Middle Grades General Science 5-9	Program	156	87%	113	85%	84	79%
	Non-Program	439	62%	526	66%	597	59%
	Total	595	68%	639	70%	681	61%
Middle Grades Mathematics 5-9	Program	235	82%	177	80%	120	75%
	Non-Program	917	61%	1,006	64%	1,267	58%
	Total	1,152	65%	1,183	66%	1,387	60%
Middle Grades Social Science 5-9	Program	76	96%	45	93%	42	95%
	Non-Program	314	80%	312	82%	381	82%
	Total	390	83%	357	83%	423	83%
Music K–12	Program	214	100%	159	98%	85	99%
	Non-Program	136	83%	198	84%	290	85%
	Total	350	93%	357	90%	375	88%
PK–3 Subtest 1: Developmental Knowledge	Program	432	97%	328	95%	245	93%
	Non-Program	1,369	80%	1,326	80%	1,770	76%
	Total	1,801	84%	1,654	83%	2,015	78%
PK–3 Subtest 2: Language Arts and Reading	Program	406	94%	332	92%	267	87%
	Non-Program	1,296	70%	1,303	69%	1,866	62%
	Total	1,702	76%	1,635	74%	2,133	65%
PK–3 Subtest 3: Mathematics	Program	426	96%	327	93%	251	88%
	Non-Program	1,358	76%	1,330	74%	1,776	69%
	Total	1,784	80%	1,657	78%	2,027	71%
PK–3 Subtest 4: Science	Program	440	97%	309	94%	255	93%
	Non-Program	1,403	81%	1,321	80%	1,740	78%
	Total	1,843	85%	1,630	82%	1,995	80%
Physical Education K–12	Program	122	80%	96	88%	91	80%
	Non-Program	566	60%	614	58%	788	53%
	Total	688	64%	710	62%	879	56%

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Physics 6–12	Program	26	58%	38	68%	23	83%
	Non-Program	52	62%	39	77%	76	59%
	Total	78	60%	77	73%	99	65%
Preschool Education Birth-Age 4	Program	58	95%	66	94%	52	75%
	Non-Program	154	64%	154	50%	157	57%
	Total	212	73%	220	63%	209	62%
Reading K–12	Program	136	90%	97	90%	59	69%
	Non-Program	103	51%	106	57%	152	51%
	Total	239	74%	203	72%	211	56%
School Psychologist PK–12	Program	68	100%	68	100%	75	99%
	Non-Program	19	84%	16	94%	29	90%
	Total	87	97%	84	99%	104	96%
Social Science 6–12	Program	452	91%	336	91%	242	84%
	Non-Program	914	70%	886	73%	1,193	69%
	Total	1,366	77%	1,222	78%	1,435	72%
Spanish K–12	Program	56	96%	42	81%	38	71%
	Non-Program	483	77%	461	77%	506	70%
	Total	539	79%	503	77%	544	70%
Speech-Language Impaired K–12	Program	n/a	n/a	1	100%	n/a	n/a
	Non-Program	23	96%	14	86%	15	93%
	Total	23	96%	15	87%	15	93%
Visually Impaired K–12	Program	17	100%	13	92%	17	88%
	Non-Program	9	78%	10	50%	25	56%
	Total	26	92%	23	74%	42	69%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	16,160	92%	13,399	93%	10,082	88%
	Non-Program	30,488	72%	31,190	73%	42,458	70%
	Total	46,648	79%	44,589	79%	52,540	73%
Professional Education (PED)	Program	5,352	98%	4,995	98%	3,892	94%
	Non-Program	3,050	89%	3,996	88%	5,938	82%
	Total	8,402	94%	8,991	93%	9,830	87%
GK Subtest 1: Essay	Program	4,574	97%	2,832	95%	1,018	80%
	Non-Program	8,310	81%	10,755	82%	12,846	73%
	Total	12,884	87%	13,587	85%	13,864	74%
GK Subtest 2: English Language Skills (ELS)	Program	4,513	97%	2,891	95%	1,047	82%
	Non-Program	8,278	77%	10,590	79%	13,335	72%
	Total	12,791	84%	13,481	82%	14,382	73%
GK Subtest 3: Reading	Program	4,450	96%	2,918	94%	1,106	78%
	Non-Program	8,215	74%	10,536	76%	13,435	68%
	Total	12,665	82%	13,454	80%	14,541	69%
GK Subtest 4: Mathematics	Program	4,422	95%	2,906	93%	1,173	76%
	Non-Program	8,079	71%	10,524	73%	13,582	67%
	Total	12,501	80%	13,430	77%	14,755	68%

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	17,959	96%	11,547	94%	4,344	79%
	Non-Program	32,882	76%	42,405	77%	53,198	70%
	Total	50,841	83%	53,952	81%	57,542	71%
FELE Subtest 1: Leadership for Student Learning	Program	913	92%	977	89%	857	79%
	Non-Program	474	75%	679	77%	879	74%
	Total	1,387	86%	1,656	84%	1,736	77%
FELE Subtest 2: Organizational Development	Program	927	92%	971	88%	844	77%
	Non-Program	471	78%	688	77%	860	72%
	Total	1,398	87%	1,659	84%	1,704	74%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	879	90%	979	88%	888	75%
	Non-Program	448	77%	671	74%	881	69%
	Total	1,327	86%	1,650	82%	1,769	72%
FELE Subtest 3: Systems Leadership Written Performance Section	Program	894	93%	984	90%	868	78%
	Non-Program	440	79%	676	75%	880	71%
	Total	1,334	88%	1,660	84%	1,748	74%
TOTAL FOR ALL FELE SUBTESTS	Program	3,613	92%	3,911	89%	3,457	77%
	Non-Program	1,833	77%	2,714	76%	3,500	71%
	Total	5,446	87%	6,625	83%	6,957	74%
GRAND TOTAL FOR ALL EXAMINATIONS	Program	43,084	94%	33,852	94%	21,775	85%
	Non-Program	68,253	75%	80,305	76%	105,094	71%
	Total	111,337	82%	114,157	81%	126,869	73%

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Title II year spans from August 1 to July 31.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2016–2017 through 2018–2019)
Program versus Non-Program**

Assessment	Program Type	2016–2017		2017–2018		2018–2019	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	2	100%	n/a	n/a	1	100%
	Non-Program	6	83%	3	100%	4	100%
	Total	8	88%	3	100%	5	100%
English 6–12	Program	438	86%	344	88%	260	82%
	Non-Program	863	62%	934	66%	1,277	63%
	Total	1,301	70%	1,278	72%	1,537	66%
Middle Grades English 5–9	Program	77	55%	58	67%	48	40%
	Non-Program	380	35%	314	34%	443	33%
	Total	457	39%	372	40%	491	33%
Prekindergarten/Primary (PK–3)	Program	384	93%	284	91%	242	83%
	Non-Program	1,199	67%	1,086	65%	1,641	54%
	Total	1,583	74%	1,370	70%	1,883	58%
Elementary Education K–6	Program	2,133	90%	1,712	92%	1,362	82%
	Non-Program	2,787	56%	2,669	62%	4,391	55%
	Total	4,920	71%	4,381	73%	5,753	62%
General Knowledge (GK)	Program	3,783	94%	2,223	92%	770	66%
	Non-Program	6,568	60%	7,999	65%	11,350	52%
	Total	10,351	73%	10,222	71%	12,120	53%
Florida Educational Leadership Examination (FELE)	Program	731	87%	744	82%	745	61%
	Non-Program	336	63%	493	61%	740	54%
	Total	1,067	79%	1,237	74%	1,485	58%

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Title II year spans from August 1 to July 31.

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count (2016–2017 through 2018–2019)
Program versus Non-Program

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	30	30	27	26	16	15
	Non-Program	60	58	65	62	111	106
	Total	90	88	92	88	127	121
Art K–12	Program	152	147	114	111	85	82
	Non-Program	298	284	354	339	440	421
	Total	450	431	468	450	525	503
Biology 6–12	Program	280	267	251	240	152	148
	Non-Program	481	457	458	435	643	606
	Total	761	724	709	675	795	754
Business Education 6–12	Program	161	156	172	163	177	171
	Non-Program	398	383	454	433	656	633
	Total	559	539	626	596	833	804
Chemistry 6–12	Program	96	92	70	66	65	62
	Non-Program	185	174	143	128	190	173
	Total	281	266	213	194	255	235
Computer Science K–12	Program	24	23	17	16	19	18
	Non-Program	64	60	83	78	81	78
	Total	88	83	100	94	100	96
Drama 6–12	Program	26	25	22	21	14	13
	Non-Program	97	94	80	78	104	99
	Total	123	119	102	99	118	112
Earth-Space Science 6–12	Program	70	68	50	50	32	31
	Non-Program	183	174	131	127	223	215
	Total	253	242	181	177	255	246
Educational Media Specialist PK–12	Program	36	35	33	30	33	33
	Non-Program	324	314	281	265	355	349
	Total	360	349	314	295	388	382
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	4,343	4,219	3,181	3,079	2,073	1,992
	Non-Program	5,711	5,469	5,473	5,213	6,867	6,574
	Total	10,054	9,688	8,654	8,292	8,940	8,566
Elementary Ed K–6 Subtest 2: Social Science	Program	4,425	4,307	3,418	3,315	2,263	2,183
	Non-Program	4,893	4,683	4,787	4,553	6,110	5,845
	Total	9,318	8,990	8,205	7,868	8,373	8,028
Elementary Ed K–6 Subtest 3: Science	Program	4,202	4,084	3,083	2,971	2,011	1,933
	Non-Program	4,946	4,733	4,732	4,495	6,035	5,770
	Total	9,148	8,817	7,815	7,466	8,046	7,703
Elementary Ed K–6 Subtest 4: Mathematics	Program	4,338	4,214	3,210	3,110	2,232	2,152
	Non-Program	5,349	5,107	5,131	4,880	6,726	6,422
	Total	9,687	9,321	8,341	7,990	8,958	8,574

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		Registered	Tested	Registered	Tested	Registered	Tested
Engineering and Technology Education 6–12	Program	30	30	41	38	28	26
	Non-Program	165	157	169	158	160	151
	Total	195	187	210	196	188	177
English 6–12 Multiple-Choice Section	Program	804	778	586	561	375	358
	Non-Program	1,486	1,398	1,490	1,399	1,794	1,696
	Total	2,290	2,176	2,076	1,960	2,169	2,054
English 6–12 Written Performance Section	Program	683	663	515	498	370	354
	Non-Program	1,344	1,269	1,416	1,331	1,726	1,625
	Total	2,027	1,932	1,931	1,829	2,096	1,979
English to Speakers of Other Languages (ESOL) K–12	Program	241	231	242	231	185	178
	Non-Program	904	845	823	768	848	787
	Total	1,145	1,076	1,065	999	1,033	965
Exceptional Student Education K–12	Program	1,108	1,085	767	738	691	665
	Non-Program	3,107	3,004	3,215	3,089	3,954	3,829
	Total	4,215	4,089	3,982	3,827	4,645	4,494
Family and Consumer Science 6–12	Program	30	28	24	21	13	11
	Non-Program	151	150	117	110	138	135
	Total	181	178	141	131	151	146
French K–12	Program	12	12	11	11	3	3
	Non-Program	70	69	62	57	83	77
	Total	82	81	73	68	86	80
German K–12 Interview	Program	4	4	0	0	2	2
	Non-Program	14	12	8	7	7	5
	Total	18	16	8	7	9	7
German K–12 Written	Program	4	4	2	2	1	1
	Non-Program	11	10	12	10	8	8
	Total	15	14	14	12	9	9
Guidance and Counseling PK–12	Program	121	118	141	137	149	148
	Non-Program	247	233	243	229	309	298
	Total	368	351	384	366	458	446
Health K–12	Program	61	58	37	37	47	45
	Non-Program	254	239	261	255	306	293
	Total	315	297	298	292	353	338
Hearing Impaired K–12	Program	18	18	12	12	6	6
	Non-Program	45	43	48	47	79	77
	Total	63	61	60	59	85	83
Humanities K–12	Program	10	10	6	6	4	4
	Non-Program	20	19	12	11	24	21
	Total	30	29	18	17	28	25
Latin K–12	Program	5	5	4	4	2	2
	Non-Program	14	12	16	15	16	16
	Total	19	17	20	19	18	18
Marketing 6–12	Program	18	16	8	8	7	7
	Non-Program	24	22	28	28	39	35
	Total	42	38	36	36	46	42

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		Registered	Tested	Registered	Tested	Registered	Tested
Mathematics 6–12	Program	430	407	270	254	233	225
	Non-Program	928	875	752	718	991	955
	Total	1,358	1,282	1,022	972	1,224	1,180
Middle Grades English 5–9 Multiple-Choice Section	Program	160	155	133	123	101	100
	Non-Program	709	673	613	577	761	717
	Total	869	828	746	700	862	817
Middle Grades English 5–9 Written Performance Section	Program	136	132	96	90	57	56
	Non-Program	647	611	518	484	589	551
	Total	783	743	614	574	646	607
Middle Grades General Science 5–9	Program	268	257	190	177	124	120
	Non-Program	752	722	804	779	843	790
	Total	1,020	979	994	956	967	910
Middle Grades Mathematics 5–9	Program	400	386	291	282	182	175
	Non-Program	1,631	1,561	1,655	1,603	1,843	1,777
	Total	2,031	1,947	1,946	1,885	2,025	1,952
Middle Grades Social Science 5–9	Program	91	87	52	50	48	46
	Non-Program	423	405	395	378	475	454
	Total	514	492	447	428	523	500
Music K–12	Program	237	231	175	168	99	97
	Non-Program	223	217	269	257	363	351
	Total	460	448	444	425	462	448
PK–3 Subtest 1: Developmental Knowledge	Program	607	585	386	375	276	264
	Non-Program	1,996	1,920	1,842	1,776	2,300	2,188
	Total	2,603	2,505	2,228	2,151	2,576	2,452
PK–3 Subtest 2: Language Arts and Reading	Program	747	723	512	498	359	343
	Non-Program	2,481	2,386	2,309	2,218	2,920	2,785
	Total	3,228	3,109	2,821	2,716	3,279	3,128
PK–3 Subtest 3: Mathematics	Program	654	631	414	404	309	295
	Non-Program	2,196	2,109	1,993	1,917	2,478	2,360
	Total	2,850	2,740	2,407	2,321	2,787	2,655
PK–3 Subtest 4: Science	Program	609	588	408	398	298	285
	Non-Program	1,972	1,899	1,757	1,693	2,194	2,080
	Total	2,581	2,487	2,165	2,091	2,492	2,365
Physical Education K–12	Program	227	218	154	149	135	133
	Non-Program	1,138	1,112	1,118	1,086	1,242	1,192
	Total	1,365	1,330	1,272	1,235	1,377	1,325
Physics 6–12	Program	46	41	50	47	31	31
	Non-Program	85	82	67	62	107	103
	Total	131	123	117	109	138	134
Preschool Education Birth–Age 4	Program	102	100	115	111	86	83
	Non-Program	216	208	233	221	218	214
	Total	318	308	348	332	304	297
Reading K–12	Program	168	162	132	124	88	86
	Non-Program	138	126	153	141	181	173
	Total	306	288	285	265	269	259

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		Registered	Tested	Registered	Tested	Registered	Tested
School Psychologist PK–12	Program	76	74	72	72	80	79
	Non-Program	23	22	24	23	39	36
	Total	99	96	96	95	119	115
Social Science 6–12	Program	698	674	496	480	363	351
	Non-Program	1,400	1,324	1,265	1,206	1,608	1,536
	Total	2,098	1,998	1,761	1,686	1,971	1,887
Spanish K–12	Program	93	92	73	70	62	59
	Non-Program	627	612	642	600	652	635
	Total	720	704	715	670	714	694
Speech-Language Impaired K–12	Program	0	0	1	1	0	0
	Non-Program	25	23	18	17	17	17
	Total	25	23	19	18	17	17
Visually Impaired K–12	Program	18	18	14	14	18	18
	Non-Program	12	11	19	19	41	41
	Total	30	29	33	33	59	59
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	27,099	26,288	20,078	19,389	14,004	13,489
	Non-Program	48,467	46,370	46,538	44,375	57,894	55,299
	Total	75,566	72,658	66,616	63,764	71,898	68,788
Professional Education (PED)	Program	7,680	7,441	6,828	6,647	5,159	4,995
	Non-Program	5,137	4,917	6,182	5,932	8,209	7,881
	Total	12,817	12,358	13,010	12,579	13,368	12,876
GK Subtest 1: Essay	Program	7,224	6,990	4,339	4,154	1,650	1,561
	Non-Program	14,818	14,000	17,008	16,014	18,027	17,082
	Total	22,042	20,990	21,347	20,168	19,677	18,643
GK Subtest 2: English Language Skills (ELS)	Program	7,614	7,400	4,446	4,277	1,633	1,555
	Non-Program	15,247	14,459	17,590	16,598	19,086	18,141
	Total	22,861	21,859	22,036	20,875	20,719	19,696
GK Subtest 3: Reading	Program	7,953	7,725	4,998	4,796	1,926	1,838
	Non-Program	15,730	14,937	18,722	17,700	20,598	19,596
	Total	23,683	22,662	23,720	22,496	22,524	21,434
GK Subtest 4: Mathematics	Program	8,376	8,105	5,261	5,039	2,089	1,955
	Non-Program	16,916	16,046	19,301	18,189	20,603	19,410
	Total	25,292	24,151	24,562	23,228	22,692	21,365
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	31,167	30,220	19,044	18,266	7,298	6,909
	Non-Program	62,711	59,442	72,621	68,501	78,314	74,229
	Total	93,878	89,662	91,665	86,767	85,612	81,138
FELE Subtest 1: Leadership for Student Learning	Program	1,613	1,565	1,538	1,493	1,225	1,175
	Non-Program	945	902	1,174	1,102	1,239	1,169
	Total	2,558	2,467	2,712	2,595	2,464	2,344
FELE Subtest 2: Organizational Development	Program	1,624	1,576	1,470	1,430	1,190	1,143
	Non-Program	922	880	1,134	1,067	1,192	1,130
	Total	2,546	2,456	2,604	2,497	2,382	2,273
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,812	1,762	1,639	1,590	1,336	1,282
	Non-Program	968	921	1,213	1,142	1,328	1,254
	Total	2,780	2,683	2,852	2,732	2,664	2,536

Examination	Program Type	2016–2017		2017–2018		2018–2019	
		Registered	Tested	Registered	Tested	Registered	Tested
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,748	1,692	1,619	1,572	1,226	1,176
	Non-Program	967	919	1,171	1,104	1,246	1,174
	Total	2,715	2,611	2,790	2,676	2,472	2,350
TOTAL FOR ALL FELE SUBTESTS	Program	6,797	6,595	6,266	6,085	4,977	4,776
	Non-Program	3,802	3,622	4,692	4,415	5,005	4,727
	Total	10,599	10,217	10,958	10,500	9,982	9,503
GRAND TOTAL FOR ALL EXAMINATIONS	Program	72,743	70,544	52,216	50,387	31,438	30,169
	Non-Program	120,117	114,351	130,033	123,223	149,422	142,136
	Total	192,860	184,895	182,249	173,610	180,860	172,305

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Title II year spans from August 1 to July 31.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2016–2017 through 2018–2019)
Program versus Non-Program**

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2016–2017	2017–2018	2018–2019
All Attempts	Program	SAE	27,901	22,662	13,489
		PED	6,747	6,203	4,995
		GK	13,997	11,924	6,909
		FELE	6,218	7,339	4,776
		TOTAL	54,863	48,128	30,169
	Non-Program	SAE	44,757	41,102	55,299
		PED	5,611	6,376	7,881
		GK	75,666	74,843	74,229
		FELE	3,999	3,161	4,727
		TOTAL	130,033	125,482	142,136
Unique Attempts	Program	SAE	10,141	8,662	5,192
		PED	5,686	5,149	4,134
		GK	3,542	3,062	1,888
		FELE	1,459	1,718	1,152
		TOTAL	20,828	18,591	12,366
	Non-Program	SAE	19,525	18,047	23,523
		PED	4,601	5,115	6,408
		GK	16,759	16,795	17,367
		FELE	878	724	1,153
		TOTAL	41,763	40,681	48,451
Retake Attempts	Program	SAE	9,383	7,215	4,360
		PED	1,681	1,576	1,366
		GK	5,685	5,517	3,723
		FELE	2,436	2,640	1,832
		TOTAL	19,185	16,948	11,281
	Non-Program	SAE	12,317	11,858	16,300
		PED	1,738	1,972	2,257
		GK	25,695	27,109	27,504
		FELE	1,340	1,169	1,775
		TOTAL	41,090	42,108	47,836
Unique Retake Attempts	Program	SAE	3,608	2,982	1,956
		PED	1,165	1,018	883
		GK	2,128	1,945	1,318
		FELE	912	1,016	691
		TOTAL	7,813	6,961	4,848
	Non-Program	SAE	5,824	5,669	7,801
		PED	1,184	1,272	1,505
		GK	8,229	8,496	9,246
		FELE	440	399	677
		TOTAL	15,677	15,836	19,229

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Title II year spans from August 1 to July 31.

All attempts refers to all administrations for the specified examination area within the analysis window.

Unique attempts refers to the number of examinees with test attempts in the examination area.

Retake attempts is the total number of retake administrations in the examination area.

Unique retake attempts refers to the number of examinees with retake attempts in the examination area.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX E
Test Administration Statistics

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2016–2019)**

Examinee Sample	Examination	Examinee Count by Year			
		2016	2017	2018	2019
All Attempts	Subject Area Examinations	76,640	69,032	63,774	71,887
	Professional Education (PED)	12,840	12,030	12,926	12,758
	General Knowledge	82,151	88,912	87,457	75,789
	FELE	9,810	10,428	10,312	9,104
	TOTAL	181,441	180,402	174,469	169,538
Unique Attempts	Subject Area Examinations	30,648	28,599	26,898	29,896
	Professional Education (PED)	10,530	10,081	10,572	10,516
	General Knowledge	18,789	20,382	20,076	18,624
	FELE	2,168	2,408	2,435	2,193
	TOTAL	62,135	61,470	59,981	61,229
Retake Attempts	Subject Area Examinations	23,030	20,351	19,020	22,413
	Professional Education (PED)	3,786	3,294	3,704	3,534
	General Knowledge	26,464	31,560	33,484	29,735
	FELE	3,494	3,823	3,810	3,500
	TOTAL	56,774	59,028	60,018	59,182
Unique Retake Attempts	Subject Area Examinations	9,580	9,108	8,873	10,455
	Professional Education (PED)	2,556	2,273	2,399	2,368
	General Knowledge	8,853	10,320	10,562	10,330
	FELE	1,214	1,361	1,413	1,296
	TOTAL	22,203	23,062	23,247	24,449

All attempts refers to all administrations for the specified examination area within the analysis window.

Unique attempts refers to the number of examinees with test attempts in the examination area.

Retake attempts is the total number of retake administrations in the examination area.

Unique retake attempts refers to the number of examinees with retake attempts in the examination area.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count – Monthly

	GK Essay	GK ELS	GK Reading	GK Math	GK Total	FELE 1	FELE 2	FELE MC	FELE Essay	FELE Total	Prof Ed	GRAND TOTAL
JANUARY 2019												
Registered	1,328	1,378	1,494	1,458	5,658	182	163	181	185	711	932	7,301
Tested	1,262	1,312	1,427	1,382	5,383	168	151	169	171	659	899	6,941
FEBRUARY 2019												
Registered	1,567	1,583	1,715	1,727	6,592	211	195	221	203	830	1,089	8,511
Tested	1,479	1,506	1,628	1,627	6,240	204	187	212	195	798	1,055	8,093
MARCH 2019												
Registered	2,056	2,138	2,382	2,340	8,916	251	255	279	270	1,055	1,613	11,584
Tested	1,962	2,044	2,287	2,234	8,527	243	247	267	261	1,018	1,565	11,110
APRIL 2019												
Registered	2,008	2,048	2,289	2,222	8,567	193	198	209	195	795	1,391	10,753
Tested	1,938	1,981	2,208	2,132	8,259	185	190	199	187	761	1,343	10,363
MAY 2019												
Registered	1,976	2,086	2,341	2,353	8,756	161	159	187	178	685	1,379	10,820
Tested	1,877	2,002	2,239	2,243	8,361	154	152	178	169	653	1,322	10,336
JUNE 2019												
Registered	1,865	1,993	2,229	2,231	8,318	244	240	291	256	1,031	1,339	10,688
Tested	1,739	1,870	2,106	2,053	7,768	230	227	274	241	972	1,285	10,025
JULY 2019												
Registered	1,977	2,106	2,299	2,271	8,653	312	313	349	300	1,274	1,376	11,303
Tested	1,874	2,006	2,183	2,116	8,179	302	303	336	289	1,230	1,322	10,731
AUGUST 2019												
Registered	1,210	1,377	1,515	1,467	5,569	141	145	166	157	609	863	7,041
Tested	1,111	1,275	1,398	1,318	5,102	133	136	158	149	576	819	6,497
SEPTEMBER 2019												
Registered	777	870	961	866	3,474	127	125	133	114	499	593	4,566
Tested	707	802	881	766	3,156	114	114	120	104	452	556	4,164
OCTOBER 2019												
Registered	1,193	1,284	1,480	1,352	5,309	159	167	174	165	665	859	6,833
Tested	1,104	1,197	1,372	1,237	4,910	152	158	166	157	633	825	6,368
NOVEMBER 2019												
Registered	1,339	1,503	1,656	1,503	6,001	165	169	187	171	692	974	7,667
Tested	1,253	1,415	1,555	1,397	5,620	158	164	180	162	664	934	7,218
DECEMBER 2019												
Registered	1,037	1,163	1,281	1,202	4,683	181	178	200	175	734	879	6,296
Tested	944	1,074	1,184	1,082	4,284	169	167	188	164	688	833	5,805
2019 TOTALS												
Registered	18,333	19,529	21,642	20,992	80,496	2,327	2,307	2,577	2,369	9,580	13,287	103,363
Tested	17,250	18,484	20,468	19,587	75,789	2,212	2,196	2,447	2,249	9,104	12,758	97,651

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Subject Area Examinations (SAE) Summary Data by Examination Count (Monthly)

Examination	January 2019		February 2019		March 2019	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	12	12	6	6	7	6
Art K–12	18	17	31	30	52	51
Biology 6–12	39	37	53	52	83	80
Business Education 6–12	39	38	47	42	79	76
Chemistry 6–12	14	14	13	13	24	22
Computer Science K–12	2	1	6	6	7	7
Drama 6–12	8	8	7	5	7	7
Earth/Space Science 6–12	11	10	7	6	23	22
Educational Media Specialist PK–12	24	24	36	36	46	44
Elementary Education K–6 Subtest 1: Lang Arts and Reading	585	554	608	586	863	837
Elementary Education K–6 Subtest 2: Social Science	540	515	580	558	844	819
Elementary Education K–6 Subtest 3: Science	534	507	562	535	800	774
Elementary Education K–6 Subtest 4: Mathematics	569	541	606	582	873	842
Engineering and Technology Education 6–12	11	10	7	6	15	14
English 6–12 Multiple-Choice Section	127	120	170	152	231	218
English 6–12 Written Performance Section	115	110	163	147	229	217
English to Speakers of Other Languages (ESOL) K–12	59	55	68	63	114	108
Exceptional Student Education K–12	237	230	315	304	487	478
Family and Consumer Science 6–12	7	7	8	8	17	16
French K–12	1	1	6	6	7	7
German K–12 Interview	*	*	1	1	1	0
German K–12 Written	*	*	1	1	1	1
Guidance and Counseling PK–12	27	26	36	35	52	50
Health K–12	14	14	28	26	36	34
Hearing Impaired K–12	8	8	2	2	1	1
Humanities K–12	1	0	2	2	2	2
Latin K–12	1	1	2	2	1	1
Marketing 6–12	1	1	2	2	4	4
Mathematics 6–12	65	61	92	89	137	133
Middle Grades English 5–9 Multiple-Choice Section	51	49	55	55	82	79
Middle Grades English 5–9 Written Performance Section	38	36	41	40	66	63
Middle Grades General Science 5–9	43	43	55	52	90	85
Middle Grades Mathematics 5–9	88	86	103	94	187	178
Middle Grades Social Science 5–9	25	24	36	36	52	50
Music K–12	31	31	39	38	46	44
PK–3 Subtest 1: Developmental Knowledge	152	143	174	165	207	197
PK–3 Subtest 2: Language Arts and Reading	184	171	220	211	258	246
PK–3 Subtest 3: Mathematics	154	143	182	174	222	212
PK–3 Subtest 4: Science	146	138	174	167	201	190
Physical Education K–12	73	69	98	90	126	122
Physics 6–12	6	6	8	8	9	9
Preschool Education Birth–Age 4	19	18	30	28	33	31
Reading K–12	3	3	11	10	25	24
School Psychologist PK–12	8	7	24	24	27	27
Social Science 6–12	123	121	141	135	194	186
Spanish K–12	33	30	44	42	68	66
Speech-Language Impaired K–12	2	2	4	4	*	*
Visually Impaired K–12	9	9	6	6	2	2
TOTAL	4,257	4,051	4,910	4,682	6,938	6,682

Examination	April 2019		May 2019		June 2019	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	10	10	9	9	9	8
Art K–12	55	54	74	70	97	91
Biology 6–12	77	72	110	106	124	121
Business Education 6–12	86	85	116	112	132	127
Chemistry 6–12	21	19	29	28	39	37
Computer Science K–12	10	8	12	12	20	20
Drama 6–12	10	9	16	14	22	22
Earth/Space Science 6–12	29	28	37	35	41	40
Educational Media Specialist PK–12	56	56	50	50	51	51
Elementary Education K–6 Subtest 1: Lang Arts and Reading	726	698	908	878	1,064	1,018
Elementary Education K–6 Subtest 2: Social Science	714	689	777	756	959	913
Elementary Education K–6 Subtest 3: Science	658	634	806	779	938	901
Elementary Education K–6 Subtest 4: Mathematics	760	735	887	861	1,105	1,048
Engineering and Technology Education 6–12	21	21	20	19	26	22
English 6–12 Multiple-Choice Section	183	174	268	261	296	284
English 6–12 Written Performance Section	175	166	257	249	289	273
English to Speakers of Other Languages (ESOL) K–12	84	82	100	98	126	115
Exceptional Student Education K–12	470	456	572	552	632	610
Family and Consumer Science 6–12	16	16	20	19	22	22
French K–12	7	6	10	10	12	11
German K–12 Interview	1	1	1	1	*	*
German K–12 Written	*	*	1	1	*	*
Guidance and Counseling PK–12	29	27	46	44	67	66
Health K–12	31	31	53	52	42	41
Hearing Impaired K–12	6	5	10	10	16	16
Humanities K–12	3	2	2	2	4	4
Latin K–12	4	4	*	*	1	1
Marketing 6–12	7	6	6	6	8	8
Mathematics 6–12	92	85	164	162	173	167
Middle Grades English 5–9 Multiple-Choice Section	84	83	100	93	139	133
Middle Grades English 5–9 Written Performance Section	60	59	69	66	109	103
Middle Grades General Science 5–9	91	88	119	117	159	146
Middle Grades Mathematics 5–9	194	190	237	231	319	306
Middle Grades Social Science 5–9	48	46	65	64	78	74
Music K–12	36	36	55	55	45	44
PK–3 Subtest 1: Developmental Knowledge	183	174	291	280	357	342
PK–3 Subtest 2: Language Arts and Reading	240	231	375	357	472	449
PK–3 Subtest 3: Mathematics	205	195	337	319	395	384
PK–3 Subtest 4: Science	192	181	281	267	354	341
Physical Education K–12	136	132	157	149	187	181
Physics 6–12	17	17	18	17	26	26
Preschool Education Birth–Age 4	23	23	32	32	30	30
Reading K–12	22	22	38	36	49	46
School Psychologist PK–12	12	11	6	6	10	10
Social Science 6–12	199	193	255	248	268	255
Spanish K–12	61	59	110	108	103	101
Speech-Language Impaired K–12	3	3	2	2	1	1
Visually Impaired K–12	4	4	7	7	6	6
TOTAL	6,151	5,926	7,915	7,650	9,422	9,015

Examination	July 2019		August 2019		September 2019	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	22	22	9	8	5	5
Art K–12	80	80	44	43	40	36
Biology 6–12	126	119	62	58	33	27
Business Education 6–12	129	126	66	64	56	54
Chemistry 6–12	56	53	20	19	12	11
Computer Science K–12	21	21	21	18	11	9
Drama 6–12	19	19	8	8	7	7
Earth/Space Science 6–12	47	46	15	13	14	13
Educational Media Specialist PK–12	48	48	10	9	11	11
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,185	1,138	780	743	567	528
Elementary Education K–6 Subtest 2: Social Science	1,064	1,019	678	638	498	466
Elementary Education K–6 Subtest 3: Science	1,028	988	652	610	470	437
Elementary Education K–6 Subtest 4: Mathematics	1,261	1,209	817	769	629	583
Engineering and Technology Education 6–12	28	27	6	6	6	6
English 6–12 Multiple-Choice Section	287	274	151	142	96	89
English 6–12 Written Performance Section	287	272	150	140	97	89
English to Speakers of Other Languages (ESOL) K–12	178	170	102	94	62	58
Exceptional Student Education K–12	711	689	322	298	285	267
Family and Consumer Science 6–12	31	30	8	7	9	9
French K–12	13	12	4	3	6	6
German K–12 Interview	3	2	2	1	2	2
German K–12 Written	3	3	2	2	1	1
Guidance and Counseling PK–12	52	52	33	32	22	19
Health K–12	45	41	23	21	21	19
Hearing Impaired K–12	12	11	4	4	5	4
Humanities K–12	5	4	2	2	1	1
Latin K–12	4	4	2	1	3	3
Marketing 6–12	4	4	6	5	4	4
Mathematics 6–12	185	180	99	86	49	46
Middle Grades English 5–9 Multiple-Choice Section	131	127	65	55	40	36
Middle Grades English 5–9 Written Performance Section	92	90	52	45	31	28
Middle Grades General Science 5–9	157	153	76	66	40	37
Middle Grades Mathematics 5–9	338	326	159	153	102	93
Middle Grades Social Science 5–9	84	81	47	46	30	27
Music K–12	56	54	35	34	18	16
PK–3 Subtest 1: Developmental Knowledge	430	413	242	228	159	146
PK–3 Subtest 2: Language Arts and Reading	558	538	334	315	232	216
PK–3 Subtest 3: Mathematics	460	443	270	250	163	151
PK–3 Subtest 4: Science	384	366	237	219	136	125
Physical Education K–12	190	186	120	114	92	87
Physics 6–12	24	23	12	9	7	5
Preschool Education Birth–Age 4	39	39	22	20	26	26
Reading K–12	56	55	36	32	21	20
School Psychologist PK–12	7	6	5	4	3	3
Social Science 6–12	300	284	147	135	97	85
Spanish K–12	103	99	59	50	50	46
Speech-Language Impaired K–12	5	5	*	*	1	0
Visually Impaired K–12	6	6	5	4	3	3
TOTAL	10,354	9,957	6,021	5,623	4,273	3,960

Examination	October 2019		November 2019		December 2019	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	12	12	10	10	7	7
Art K–12	40	38	50	48	36	33
Biology 6–12	38	36	53	48	53	49
Business Education 6–12	51	46	41	40	49	48
Chemistry 6–12	13	12	15	12	16	16
Computer Science K–12	9	9	12	12	10	9
Drama 6–12	7	7	6	6	5	5
Earth/Space Science 6–12	9	8	16	15	10	9
Educational Media Specialist PK–12	16	14	14	14	19	18
Elementary Education K–6 Subtest 1: Lang Arts and Reading	696	669	697	652	582	539
Elementary Education K–6 Subtest 2: Social Science	612	586	634	592	525	490
Elementary Education K–6 Subtest 3: Science	612	588	608	570	515	480
Elementary Education K–6 Subtest 4: Mathematics	719	686	739	689	634	592
Engineering and Technology Education 6–12	8	8	9	8	13	11
English 6–12 Multiple-Choice Section	127	117	141	131	139	129
English 6–12 Written Performance Section	141	131	146	135	147	139
English to Speakers of Other Languages (ESOL) K–12	62	57	65	58	78	73
Exceptional Student Education K–12	355	334	368	348	327	307
Family and Consumer Science 6–12	4	3	7	6	11	10
French K–12	4	4	6	5	7	7
German K–12 Interview	*	*	1	1	2	2
German K–12 Written	*	*	1	1	1	1
Guidance and Counseling PK–12	36	36	44	44	46	42
Health K–12	22	21	27	25	27	26
Hearing Impaired K–12	9	9	7	7	8	8
Humanities K–12	1	1	1	1	1	1
Marketing 6–12	6	6	3	3	3	3
Mathematics 6–12	65	58	62	58	61	55
Middle Grades English 5–9 Multiple-Choice Section	55	53	52	44	62	59
Middle Grades English 5–9 Written Performance Section	37	35	42	36	41	38
Middle Grades General Science 5–9	53	50	49	48	59	50
Middle Grades Mathematics 5–9	109	103	132	124	129	116
Middle Grades Social Science 5–9	33	31	36	31	29	29
Latin K–12	*	*	*	*	*	*
Music K–12	48	47	49	47	33	33
PK–3 Subtest 1: Developmental Knowledge	157	144	195	182	179	173
PK–3 Subtest 2: Language Arts and Reading	230	215	267	253	234	222
PK–3 Subtest 3: Mathematics	182	166	206	194	204	199
PK–3 Subtest 4: Science	155	141	183	172	170	168
Physical Education K–12	89	85	82	77	101	94
Physics 6–12	3	3	7	6	9	8
Preschool Education Birth–Age 4	24	23	27	26	19	18
Reading K–12	19	19	22	21	44	43
School Psychologist PK–12	2	2	5	5	6	6
Social Science 6–12	136	128	130	128	136	128
Spanish K–12	61	58	55	51	53	50
Speech-Language Impaired K–12	*	*	1	1	1	1
Visually Impaired K–12	8	8	2	2	3	3
TOTAL	5,075	4,807	5,325	4,987	4,844	4,547

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2016–2019)

Examination	2016		2017		2018		2019	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	100	98	87	84	108	102	118	115
Art K–12	450	435	446	427	469	448	617	591
Biology 6–12	774	737	725	686	728	692	851	805
Business Education 6–12	524	504	581	559	673	643	891	858
Chemistry 6–12	318	293	261	238	216	200	272	256
Computer Science K–12	72	65	82	81	107	100	141	132
Drama 6–12	120	114	126	121	98	97	122	117
Earth/Space Science 6–12	303	294	226	221	178	174	259	245
Educational Media Specialist PK–12	348	343	341	329	332	313	381	375
Elementary Education K–6 Subtest 1: Lang Arts and Reading	10,754	10,345	9,542	9,161	8,466	8,143	9,261	8,840
Elementary Education K–6 Subtest 2: Social Science	10,275	9,885	8,839	8,496	8,077	7,766	8,425	8,041
Elementary Education K–6 Subtest 3: Science	9,861	9,474	8,581	8,225	7,674	7,365	8,183	7,803
Elementary Education K–6 Subtest 4: Mathematics	10,451	10,039	9,111	8,731	8,226	7,903	9,599	9,137
Engineering and Technology Education 6–12	228	220	200	191	219	208	170	158
English 6–12 Multiple-Choice Section	2,311	2,218	2,224	2,099	2,099	1,992	2,216	2,091
English 6–12 Written Performance Section	2,170	2,077	1,945	1,836	2,000	1,902	2,196	2,068
English to Speakers of Other Languages (ESOL) K–12	1,204	1,146	1,130	1,059	1,060	992	1,098	1,031
Exceptional Student Education K–12	4,270	4,149	4,142	4,000	3,984	3,850	5,081	4,873
Family and Consumer Science 6–12	174	171	170	163	128	121	160	153
French K–12	86	82	87	86	73	66	83	78
German K–12 Interview	13	11	12	11	7	6	14	11
German K–12 Written	11	11	11	9	13	12	11	11
Guidance and Counseling PK–12	390	375	378	362	408	396	490	473
Health K–12	402	389	304	289	312	302	369	351
Hearing Impaired K–12	85	80	56	56	71	70	88	85
Humanities K–12	30	29	21	19	21	21	25	22
Latin K–12	24	23	22	21	17	16	18	17
Marketing 6–12	47	42	41	41	38	35	54	52
Mathematics 6–12	1,367	1,291	1,268	1,201	1,032	991	1,244	1,180
Middle Grades English 5–9 Multiple-Choice Section	899	850	824	779	761	712	916	866
Middle Grades English 5–9 Written Performance Section	833	782	716	678	614	567	678	639
Middle Grades General Science 5–9	1,013	972	1,005	957	977	932	991	935
Middle Grades Mathematics 5–9	2,028	1,950	1,972	1,898	1,982	1,928	2,097	2,000
Middle Grades Social Science 5–9	583	562	477	455	467	445	563	539
Music K–12	430	418	443	430	448	430	491	479
PK–3 Subtest 1: Developmental Knowledge	2,655	2,551	2,459	2,369	2,272	2,185	2,726	2,587
PK–3 Subtest 2: Language Arts and Reading	3,301	3,178	3,064	2,951	2,854	2,750	3,604	3,424
PK–3 Subtest 3: Mathematics	2,914	2,802	2,664	2,559	2,463	2,370	2,980	2,830
PK–3 Subtest 4: Science	2,607	2,504	2,418	2,334	2,225	2,137	2,613	2,475
Physical Education K–12	1,380	1,340	1,331	1,289	1,296	1,264	1,451	1,386
Physics 6–12	126	117	140	128	115	111	146	137
Preschool Education Birth–Age 4	274	267	373	360	311	299	324	314
Reading K–12	329	306	312	296	252	239	346	331
School Psychologist PK–12	98	96	98	94	98	97	115	111

Examination	2016		2017		2018		2019	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Social Science 6–12	2,300	2,196	1,960	1,866	1,730	1,664	2,126	2,026
Spanish K–12	682	660	726	705	692	656	800	760
Speech-Language Impaired K–12	33	32	20	18	17	17	20	19
Visually Impaired K–12	46	45	27	26	45	45	61	60
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	79,693	76,568	71,988	68,994	66,453	63,774	75,485	71,887
Professional Education (PED)	13,265	12,840	12,497	12,030	13,336	12,926	13,287	12,758
GK Subtest 1: Essay	20,465	19,412	21,867	20,701	21,367	20,304	18,333	17,250
GK Subtest 2: English Language Skills (ELS)	20,687	19,771	22,889	21,771	22,043	20,960	19,529	18,484
GK Subtest 3: Reading	21,791	20,844	23,743	22,585	23,793	22,671	21,642	20,468
GK Subtest 4: Mathematics	23,224	22,124	25,138	23,854	24,797	23,522	20,992	19,587
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	86,167	82,151	93,637	88,911	92,000	87,457	80,496	75,789
FELE Subtest 1: Leadership for Student Learning	2,425	2,331	2,662	2,549	2,661	2,549	2,327	2,212
FELE Subtest 2: Organizational Development	2,465	2,370	2,596	2,488	2,555	2,457	2,307	2,196
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,682	2,579	2,865	2,741	2,802	2,697	2,577	2,447
FELE Subtest 3: Systems Leadership Written Performance Section	2,654	2,530	2,770	2,650	2,716	2,609	2,369	2,249
TOTAL FOR ALL FELE SUBTESTS	10,226	9,810	10,893	10,428	10,734	10,312	9,580	9,104
GRAND TOTAL FOR ALL EXAMINATIONS	189,351	181,369	189,015	180,363	182,523	174,469	178,848	169,538

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2019)**

State and Center Type	Center Code	Test Center	Registered	Tested
Florida (Non-Pearson)	65522	Daytona State College	2,677	2,538
	24629	FL State College at Jacksonville - Downtown Campus	2,238	2,102
	65319	Florida Atlantic University	7,423	7,004
	66190	Florida Gateway College	1,224	1,171
	66582	Florida Gulf Coast University	4,154	3,982
	55331	Florida Keys Community College	313	290
	65575	Florida Southern College	2,787	2,709
	58099	Gulf Coast State College	358	332
	66861	Miami Dade College - Kendall Campus	5,232	4,832
	66889	Miami Dade College - North Campus	4,798	4,536
	66912	Miami Dade College - Wolfson Campus	2,661	2,477
	66894	Miami Dade College, InterAmerican Campus	624	571
	54993	Northwest Florida State College	1,795	1,721
	49953	Pensacola State College	1,849	1,759
	54015	South Florida State College	2,335	2,236
	66311	University of Central Florida/Univ Testing Center	8,888	8,547
	67399	University of Florida	2,683	2,575
	65655	University of South Florida	12,267	11,734
Florida (Non-Pearson)		State and Center Type Total	64,306	61,116
Florida (Pearson)	51883	Boynton Beach FL	7,076	6,626
	52808	Doral FL	3,333	3,052
	51885	Fort Myers (Gateway Blvd)	4,287	4,088
	51886	Fort Myers (Towne Lake Dr)	2,043	1,973
	53083	Ft Lauderdale (33rd Ave)	5,792	5,447
	52075	Ft Lauderdale NW 10th Terr	5,049	4,773
	51887	Gainesville FL	4,769	4,552
	51888	Hollywood FL	4,714	4,343
	51889	Jacksonville FL	10,754	10,108
	51890	Lake Mary FL	6,063	5,748
	51891	Lakeland FL	4,867	4,612
	51892	Melbourne FL	6,232	5,900
	51893	Miami FL	4,106	3,870
	51894	Orlando FL	8,748	8,137
	51895	Ormond Beach FL	2,639	2,481
	51896	Pensacola FL	3,227	3,094
	51897	Sarasota FL	4,630	4,485
	51898	St Petersburg FL	4,667	4,448
	51899	Tallahassee FL	5,658	5,460
	51900	Tampa FL	5,733	5,492
Florida (Pearson)		State and Center Type Total	104,387	98,689
Alabama (Pearson)	46960	Birmingham (Hwy 31) AL	99	96
	46962	Decatur AL	61	61
	46961	Dothan AL	864	822
	46963	Mobile AL	214	206
	46964	Montgomery AL	69	65
Alabama (Pearson)		State and Center Type Total	1,307	1,250
Alaska (Pearson)	46959	Anchorage AK	17	16
Alaska (Pearson)		State and Center Type Total	17	16
Arizona (Pearson)	46969	Phoenix (Chandler) AZ	23	16
	46970	Phoenix AZ	47	42
	46971	Tucson AZ	16	16
Arizona (Pearson)		State and Center Type Total	86	74
Arkansas (Pearson)	46966	Little Rock AR	1	1
	46965	Fort Smith AR	12	11
	51865	Little Rock AR	14	14
	46967	Texarkana AR	6	6

State and Center Type	Center Code	Test Center	Registered	Tested
Arkansas (Pearson)		State and Center Type Total	33	32
California (Pearson)	46972	Anaheim CA	36	35
	63105	Daly City CA	33	33
	63106	Fairfield CA	50	50
	46973	Fresno CA	9	9
	46974	Gardena (LA) CA	59	58
	63103	Lake Forest (LA) CA	39	39
	46975	Oakland CA	29	28
	46976	Ontario (LA) CA	29	27
	46977	Pasadena (LA) CA	44	43
	46978	Redding CA	3	3
	63104	Redlands (LA) CA	47	47
	46979	Roseville (Sacramento)	53	52
	56133	Sacramento CA	40	39
	54866	San Diego (North) CA	76	76
	46980	San Diego CA	75	66
	56132	San Dimas (LA)	76	76
	46981	San Francisco	41	41
	46982	San Jose (Milpitas) CA	58	57
	63107	San Marcos CA	50	46
	46983	Santa Maria CA	5	4
	63108	Visalia CA	14	14
	46984	Westlake Village (LA)	17	14
California (Pearson)		State and Center Type Total	883	857
Colorado (Pearson)	46987	Colorado Springs CO	71	71
	51873	Grand Junction CO	8	8
	51874	Greeley CO	94	93
	46986	Greenwood Village (Denver)	69	68
	46985	Westminster (Denver N)	32	31
	51878	Wheat Ridge CO	149	140
Colorado (Pearson)		State and Center Type Total	423	411
Connecticut (Pearson)	54862	Norwalk CT	63	63
	46989	Wallingford (New Haven)	34	34
	46988	Wethersfield (Hartford)	30	29
Connecticut (Pearson)		State and Center Type Total	127	126
Delaware (Pearson)	46991	Dover DE	20	20
	46992	Newark (Wilmington) DE	21	21
Delaware (Pearson)		State and Center Type Total	41	41
District of Columbia (Pearson)	46990	Washington DC	113	108
District of Columbia (Pearson)		State and Center Type Total	113	108
Georgia (Pearson)	47001	Albany GA	57	56
	47003	Atlanta (North) GA	159	144
	47002	Atlanta (Stockbridge)	104	102
	47004	Augusta GA	54	53
	47005	Macon GA	39	38
	51903	Marietta North GA	362	353
	47006	Savannah GA	117	108
Georgia (Pearson)		State and Center Type Total	892	854
Hawaii (Pearson)	47008	Honolulu HI	115	113
Hawaii (Pearson)		State and Center Type Total	115	113
Idaho (Pearson)	47012	Boise ID	11	11
	51908	Pocatello ID	12	12
Idaho (Pearson)		State and Center Type Total	23	23

State and Center Type	Center Code	Test Center	Registered	Tested
Illinois (Pearson)	65597	Buffalo Grove IL	46	45
	53460	Chicago (Wacker Drive)	77	77
	54559	Chicago Financial District	49	44
	47013	Marion IL	5	5
	51910	Oak Brook IL	139	137
	47014	Peoria IL	82	78
	47015	Schaumburg (Chicago NW)	47	46
	51912	Schaumburg (Woodfield)	12	12
	47016	Springfield IL	55	55
Illinois (Pearson)		State and Center Type Total	512	499
Indiana (Pearson)	47020	Indianapolis IN	1	1
	47171	Evansville IN	15	11
	47018	Fort Wayne IN	33	33
	54865	Indianapolis (West)	1	1
	51914	Indianapolis IN	48	39
	47019	Merrillville IN	28	28
	47021	Terre Haute IN	31	28
Indiana (Pearson)		State and Center Type Total	157	141
Iowa (Pearson)	47010	Coralville (Iowa City)	7	7
	47169	Davenport (Quad Cities)	7	7
	47011	Sioux City IA	4	4
	47009	West Des Moines IA	6	6
Iowa (Pearson)		State and Center Type Total	24	24
Kansas (Pearson)	67566	Overland Park KS	18	18
	47172	Topeka KS	14	13
	47173	Wichita KS	52	41
Kansas (Pearson)		State and Center Type Total	84	72
Kentucky (Pearson)	47174	Lexington KY	10	10
	47022	Louisville KY	50	49
Kentucky (Pearson)		State and Center Type Total	60	59
Louisiana (Pearson)	47023	Baton Rouge LA	3	3
	47024	Metairie LA	46	36
	47025	Shreveport LA	13	13
Louisiana (Pearson)		State and Center Type Total	62	52
Maine (Pearson)	47035	Bangor ME	6	6
	47175	Westbrook (Portland)	20	20
Maine (Pearson)		State and Center Type Total	26	26
Maryland (Pearson)	47031	Baltimore MD	36	36
	47032	Bethesda MD	68	68
	47033	Columbia MD	5	5
	47034	Salisbury MD	12	12
Maryland (Pearson)		State and Center Type Total	121	121
Massachusetts (Pearson)	53457	Boston (Back Bay)	24	24
	47026	Boston MA	11	11
	47027	Lexington MA	12	11
	51922	North Dartmouth MA	22	18
	47028	Springfield MA	3	1
	65598	Wellesley MA	17	17
	51924	Woburn MA	29	29
	47029	Worcester MA	15	13
Massachusetts (Pearson)		State and Center Type Total	133	124
Michigan (Pearson)	47036	Ann Arbor MI	64	58
	47176	East Lansing MI	24	24
	47037	Grand Rapids MI	28	28
	48014	Marquette MI	2	2
	47039	Southfield MI	52	52
	47040	Troy (Detroit) MI	31	30
Michigan (Pearson)		State and Center Type Total	201	194

State and Center Type	Center Code	Test Center	Registered	Tested
Minnesota (Pearson)	48623	Bloomington (MPLS)	12	12
	47043	Brooklyn Park (MPLS)	6	6
	47042	Eagan (Minneapolis SE)	12	12
	47041	Hermantown (Duluth) MN	5	5
	66806	St Paul MN	11	11
Minnesota (Pearson)		State and Center Type Total	46	46
Mississippi (Pearson)	47049	Jackson MS	7	7
	47050	Tupelo MS	18	18
Mississippi (Pearson)		State and Center Type Total	25	25
Missouri (Pearson)	47045	Columbia MO	31	31
	47046	Kansas City MO	21	21
	56134	Kansas City MO (East)	14	14
	47047	Springfield MO	35	32
	47048	St Louis MO	45	43
	54861	St Louis South	15	15
Missouri (Pearson)		State and Center Type Total	161	156
Montana (Pearson)	47051	Billings MT	22	22
	47052	Helena MT	18	18
Montana (Pearson)		State and Center Type Total	40	40
Nebraska (Pearson)	47063	Omaha NE	21	21
Nebraska (Pearson)		State and Center Type Total	21	21
Nevada (Pearson)	47070	Las Vegas NV	9	9
	51951	Las Vegas NV	69	68
	47071	Reno NV	7	7
Nevada (Pearson)		State and Center Type Total	85	84
New Hampshire (Pearson)	47064	Concord NH	28	28
New Hampshire (Pearson)		State and Center Type Total	28	28
New Jersey (Pearson)	47065	Atlantic City NJ	24	24
	66809	Jersey City NJ	50	46
	47068	Lyndhurst NJ	45	44
	47066	Piscataway NJ	81	81
	47067	Princeton (Trenton) NJ	79	79
New Jersey (Pearson)		State and Center Type Total	279	274
New York (Pearson)	47072	Albany NY	15	15
	53459	Brooklyn NY	24	23
	47082	East Syracuse NY	16	16
	47073	Endicott (Binghamton)	10	10
	47079	Forest Hills NY	17	17
	47076	Islandia (Long Island)	40	40
	57939	Lake Success (Queens)	39	39
	49074	New York (100 William St.)	43	42
	54857	New York (Herald Square)	87	85
	47074	New York (Lexington Ave)	22	22
	47077	New York (W 44th St)	46	44
	47080	Rochester NY	8	8
	47081	Staten Island NY	9	9
	47083	Utica NY	13	13
	47084	Watertown NY	9	9
	47085	White Plains NY	46	44
	47075	Williamsville (Buff)	16	16
New York (Pearson)		State and Center Type Total	460	452

State and Center Type	Center Code	Test Center	Registered	Tested
North Carolina (Pearson)	47053	Asheville NC	34	30
	63114	Charlotte (East-Hwy74)	20	19
	47054	Charlotte NC	7	7
	63115	Durham NC	19	9
	47055	Greenville NC	9	9
	51938	Raleigh (SW) NC	37	37
	47056	Raleigh NC	34	34
	51939	Statesville NC	18	18
	47057	Wilmington NC	9	9
	47058	Winston-Salem NC	33	33
North Carolina (Pearson)		State and Center Type Total	220	205
North Dakota (Pearson)	47059	Bismarck ND	13	8
	47177	Fargo ND	3	3
North Dakota (Pearson)		State and Center Type Total	16	11
Ohio (Pearson)	47086	Akron (Copley Township) OH	37	37
	47089	Beachwood (Cleveland E)	31	30
	47090	Columbus (North) OH	35	35
	47091	Columbus (South) OH	25	25
	47092	Dayton OH	26	26
	47087	Mason OH	45	40
	47093	Maumee (Toledo) OH	37	37
	47088	Westlake (Cleveland) OH	29	29
Ohio (Pearson)		State and Center Type Total	265	259
Oklahoma (Pearson)	63112	Norman OK	8	8
	47094	Oklahoma City OK	15	15
	47095	Tulsa OK	17	17
Oklahoma (Pearson)		State and Center Type Total	40	40
Oregon (Pearson)	47097	Beaverton OR	43	41
	47096	Medford OR	32	30
	63111	Portland OR	81	78
	47098	Salem OR	86	84
Oregon (Pearson)		State and Center Type Total	242	233
Pennsylvania (Pearson)	47099	Allentown PA	7	7
	65599	Blue Bell PA	26	25
	47100	Erie PA	11	11
	47101	Harrisburg PA	29	29
	47103	King of Prussia PA	38	35
	47102	Lancaster PA	7	7
	54859	Philadelphia PA	83	83
	47105	Pittsburgh (East) PA	29	28
	47106	Pittsburgh (West) PA	22	21
	47107	Scranton PA	6	6
Pennsylvania (Pearson)		State and Center Type Total	258	252
Rhode Island (Pearson)	51960	East Providence RI	30	29
	47109	Warwick RI	20	19
Rhode Island (Pearson)		State and Center Type Total	50	48
South Carolina (Pearson)	47111	Columbia SC	73	68
	47112	Greenville SC	51	47
	47110	North Charleston SC	93	86
South Carolina (Pearson)		State and Center Type Total	217	201
South Dakota (Pearson)	47113	Sioux Falls SD	10	10
South Dakota (Pearson)		State and Center Type Total	10	10
Tennessee (Pearson)	47114	Chattanooga TN	46	46
	47115	Johnson City TN	16	16
	47116	Knoxville TN	10	10
	63116	Memphis (Midtown) TN	110	101
	47117	Memphis TN	82	80
	51966	Nashville (Brentwood)	52	52
	47118	Nashville TN	35	35
Tennessee (Pearson)		State and Center Type Total	351	340

State and Center Type	Center Code	Test Center	Registered	Tested
Texas (Pearson)	56136	Austin (South) TX	33	32
	50509	Austin TX	58	50
	47121	Bellaire (Houston) TX	29	28
	47122	Corpus Christi TX	1	1
	47123	Dallas TX	31	31
	47124	El Paso TX	19	15
	63113	Harlingen TX	7	7
	47126	Houston (SE) TX	2	2
	54860	Houston North (1960W)	20	16
	51971	Houston TX	27	25
	47125	Hurst (Fort Worth) TX	34	33
	47127	Lubbock TX	4	4
	56137	San Antonio (NW)	10	10
	47129	San Antonio TX	5	5
	47130	Tyler TX	6	6
	47131	Waco TX	17	17
Texas (Pearson)		State and Center Type Total	303	282
Utah (Pearson)	65596	Bountiful (SLC) UT	16	16
	47133	Draper (Salt Lake City)	15	13
	47132	Ogden UT	12	12
Utah (Pearson)		State and Center Type Total	43	41
Vermont (Pearson)	47140	South Burlington VT	18	18
Vermont (Pearson)		State and Center Type Total	18	18
Virginia (Pearson)	57937	Alexandria VA	79	78
	57938	Chesapeake VA	32	32
	47137	Glen Allen (Richmond)	78	74
	47135	Lynchburg VA	14	14
	47136	Newport News VA	17	17
	47134	Reston VA	78	77
	66960	Richmond VA	6	6
	47138	Roanoke VA	5	5
Virginia (Pearson)		State and Center Type Total	309	303
Washington (Pearson)	47141	Renton (Seattle) WA	101	93
	53458	Seattle (Northgate)	110	98
	47142	Spokane WA	11	10
	47143	Yakima WA	44	44
Washington (Pearson)		State and Center Type Total	266	245
West Virginia (Pearson)	47150	Charleston WV	20	20
	47151	Morgantown WV	21	21
West Virginia (Pearson)		State and Center Type Total	41	41
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	6	6
	47144	Eau Claire WI	2	2
	51986	Green Bay WI	16	15
	47149	Kenosha WI	36	36
	47145	Madison WI	35	35
	63109	Milwaukee WI	13	13
Wisconsin (Pearson)		State and Center Type Total	108	107
Wyoming (Pearson)	47152	Casper WY	17	17
Wyoming (Pearson)		State and Center Type Total	17	17
Other Locations (Pearson)	47108	Guaynabo PR	33	33
Other Locations (Pearson)		State and Center Type Total	33	33

State and Center Type	Center Code	Test Center	Registered	Tested
Military Sites (Non-Pearson)	53197	US Military Camp Foster	6	6
	53404	US Military Fort Hood	8	7
	62843	US Military NTC Campbell Univ-Pope AFB-	12	11
	66828	US Military NTC Campbell University-Fort Bragg-	9	9
	62034	US Military NTC Clovis CC - Cannon AFB	2	1
	57264	US Military NTC Coastline Colg-Pensacola	6	5
	68176	US Military NTC Coastline College-Camp Pendleton	2	2
	62717	US Military NTC Coastline College-Point Loma	1	1
	54890	US Military NTC Columbia College - GTMO	4	4
	62134	US Military NTC FL ST College NS Jacksonville-	156	143
	62143	US Military NTC FL ST College-NS Mayport	86	80
	80521	US Military NTC GCSC -Tyndall AFB- Only	1	1
	54587	US Military NTC HI Pac Univ-Pearl Harbor	11	10
	54586	US Military NTC HI Pacific Univ-Hickam	4	4
	54588	US Military NTC Hawaii Pac Univ-Kaneohe	7	7
	54585	US Military NTC Hawaii Pac Univ-Schofield	3	3
	70242	US Military NTC No VA CC-Quantico Marine Base	1	1
	57160	US Military NTC Pierce College Ft Lewis	8	7
	68606	US Military NTC Pikes Peak CC - USAFA	8	8
	62795	US Military NTC Rio Salado College, Luke AFB	9	9
	57101	US Military NTC St Leo Univ-SHRC Little Ck-	1	1
	73509	US Military NTC U of AK Fairbanks CTC Eielson AFB	6	6
	66013	US Military NTC UMUC - Al Udeid	1	1
	63742	US Military NTC UMUC - Alconbury	1	1
	66012	US Military NTC UMUC - Geilenkirchen	2	2
	57848	US Military NTC UMUC Ansbach EMEA	7	6
	55663	US Military NTC UMUC Atsugi	6	6
	57839	US Military NTC UMUC Aviano AF EMEA	12	12
	57842	US Military NTC UMUC Bahrain	12	12
	72094	US Military NTC UMUC Camp Arifjan EMEA	1	1
	72626	US Military NTC UMUC Camp Humphreys-	35	35
	55667	US Military NTC UMUC Casey	8	8
	65944	US Military NTC UMUC Eglin AFB	183	162
	55662	US Military NTC UMUC Iwakuni	1	1
	55609	US Military NTC UMUC Kadena AB	10	10
	57743	US Military NTC UMUC Lakenheath EMEA	4	4
	72092	US Military NTC UMUC Landstuhl EMEA	1	1
	55660	US Military NTC UMUC Misawa	1	1
	57027	US Military NTC UMUC Naples EMEA	7	7
	55665	US Military NTC UMUC Osan	9	9
	68844	US Military NTC UMUC Ramstein AFB EMEA	2	2
	55661	US Military NTC UMUC Sasebo	9	8
	57847	US Military NTC UMUC Sigonella EMEA	4	4
	57731	US Military NTC UMUC Spangdahlem AF	9	9
	57849	US Military NTC UMUC Stuttgart-Panzer	14	13
	62913	US Military NTC UMUC Vilseck	9	9
	57854	US Military NTC UMUC Wiesbaden	5	5
	55659	US Military NTC UMUC Yokosuka	20	20
	55656	US Military NTC UMUC Yokota	23	14
	62028	US Military NTC USMC Air Station Natl Univ Miramar	2	2
	53677	US Military USAG Schinnen, NLD	1	1
	56155	US Military USMC 29 Palms	2	2
	54248	US Military West Point	11	10
Military Sites (Non-Pearson)		State and Center Type Total	763	704
		GRAND TOTAL	178,848	169,538

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site Location**

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	116	113	2	2	118	115
Art K–12	578	552	39	39	617	591
Biology 6–12	788	744	63	61	851	805
Business Education 6–12	867	836	24	22	891	858
Chemistry 6–12	256	240	16	16	272	256
Computer Science K–12	133	125	8	7	141	132
Drama 6–12	115	110	7	7	122	117
Earth/Space Science 6–12	247	233	12	12	259	245
Educational Media Specialist PK–12	370	364	11	11	381	375
Elementary Education K–6 Subtest 1: Lang Arts and Reading	8,722	8,315	539	525	9,261	8,840
Elementary Education K–6 Subtest 2: Social Science	7,936	7,571	489	470	8,425	8,041
Elementary Education K–6 Subtest 3: Science	7,704	7,339	479	464	8,183	7,803
Elementary Education K–6 Subtest 4: Mathematics	9,064	8,617	535	520	9,599	9,137
Engineering and Technology Education 6–12	167	155	3	3	170	158
English 6–12 Multiple-Choice Section	2,059	1,941	157	150	2,216	2,091
English 6–12 Written Performance Section	2,042	1,922	154	146	2,196	2,068
English to Speakers of Other Languages (ESOL) K–12	966	905	132	126	1,098	1,031
Exceptional Student Education K–12	4,875	4,677	206	196	5,081	4,873
Family and Consumer Science 6–12	154	147	6	6	160	153
French K–12	75	70	8	8	83	78
German K–12 Interview	14	11	*	*	14	11
German K–12 Written	11	11	*	*	11	11
Guidance and Counseling PK–12	469	452	21	21	490	473
Health K–12	345	328	24	23	369	351
Hearing Impaired K–12	84	81	4	4	88	85
Humanities K–12	20	17	5	5	25	22
Latin K–12	18	17	*	*	18	17
Marketing 6–12	50	48	4	4	54	52
Mathematics 6–12	1,170	1,111	74	69	1,244	1,180
Middle Grades English 5–9 Multiple-Choice Section	864	816	52	50	916	866
Middle Grades English 5–9 Written Performance Section	638	601	40	38	678	639
Middle Grades General Science 5–9	953	898	38	37	991	935
Middle Grades Mathematics 5–9	2,018	1,923	79	77	2,097	2,000
Middle Grades Social Science 5–9	539	516	24	23	563	539
Music K–12	470	460	21	19	491	479
PK–3 Subtest 1: Developmental Knowledge	2,615	2,480	111	107	2,726	2,587
PK–3 Subtest 2: Language Arts and Reading	3,475	3,300	129	124	3,604	3,424
PK–3 Subtest 3: Mathematics	2,863	2,718	117	112	2,980	2,830
PK–3 Subtest 4: Science	2,506	2,372	107	103	2,613	2,475
Physical Education K–12	1,350	1,287	101	99	1,451	1,386
Physics 6–12	137	128	9	9	146	137
Preschool Education Birth–Age 4	313	303	11	11	324	314
Reading K–12	334	319	12	12	346	331
School Psychologist PK–12	107	103	8	8	115	111
Social Science 6–12	1,955	1,862	171	164	2,126	2,026
Spanish K–12	773	735	27	25	800	760
Speech-Language Impaired K–12	19	18	1	1	20	19
Visually Impaired K–12	59	58	2	2	61	60
Professional Education (PED)	12,381	11,888	906	870	13,287	12,758

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	17,305	16,260	1,028	990	18,333	17,250
GK Subtest 2: English Language Skills (ELS)	18,456	17,454	1,073	1,030	19,529	18,484
GK Subtest 3: Reading	20,460	19,323	1,182	1,145	21,642	20,468
GK Subtest 4: Mathematics	19,769	18,421	1,223	1,166	20,992	19,587
FELE Subtest 1: Leadership for Student Learning	2,274	2,166	53	46	2,327	2,212
FELE Subtest 2: Organizational Development	2,249	2,144	58	52	2,307	2,196
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,515	2,392	62	55	2,577	2,447
FELE Subtest 3: Systems Leadership Written Performance Section	2,313	2,199	56	50	2,369	2,249
TOTAL	169,125	160,196	9,723	9,342	178,848	169,538

*No examinees tested

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 District and Institution Score Reports**

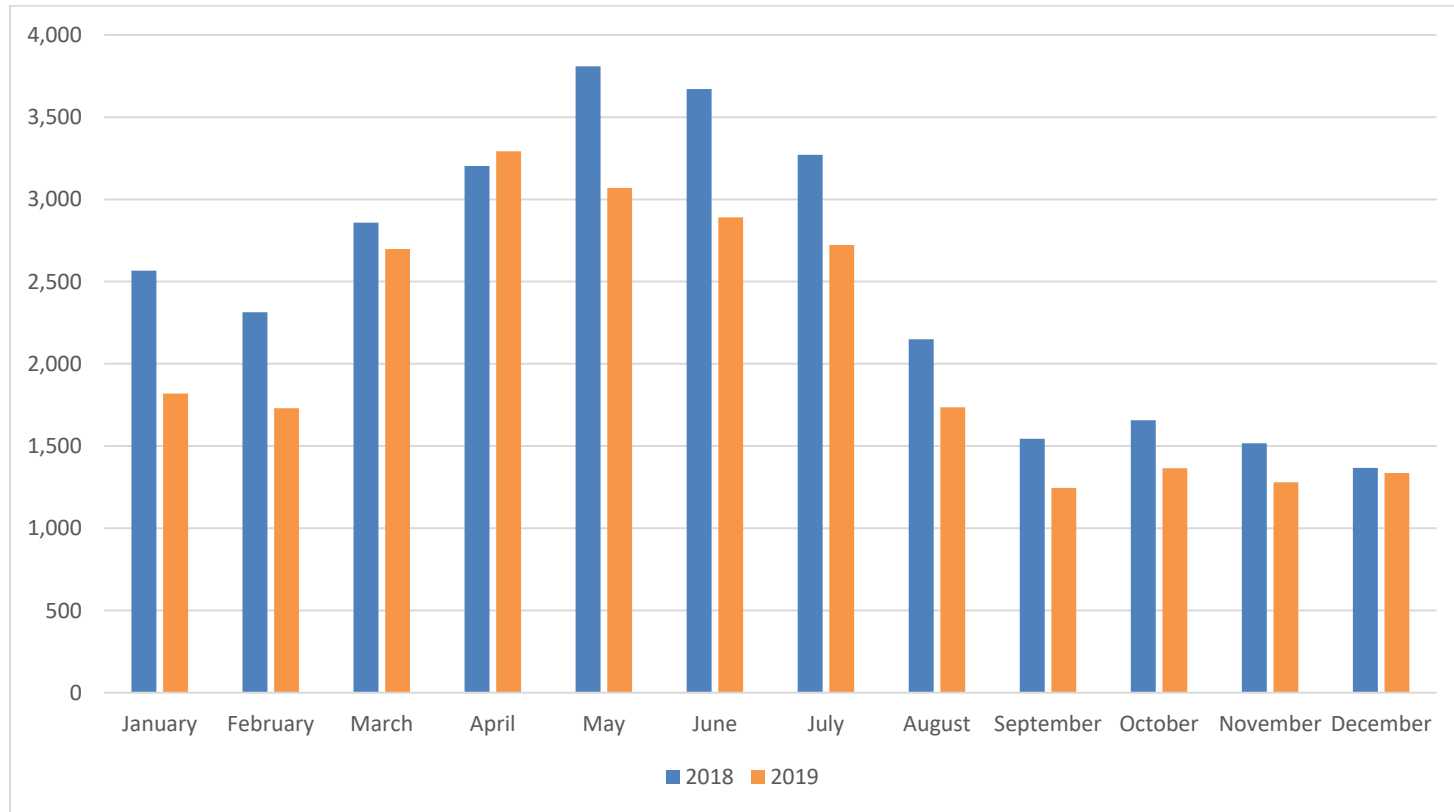
At the time of registration, examinees can indicate if they would like official copies of their test scores sent to a school district or educational institution. The following table lists these optional score reports for the 2019 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	1,445	1,979
February	1,806	1,929
March	2,207	2,467
April	3,518	3,341
May	3,137	2,800
June	3,023	2,923
July	3,413	4,454
August	2,336	3,748
September	827	1,872
October	1,182	2,595
November	1,146	3,105
December	1,560	3,738
TOTAL	25,600	34,951

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2018 and 2019 Contact Volume

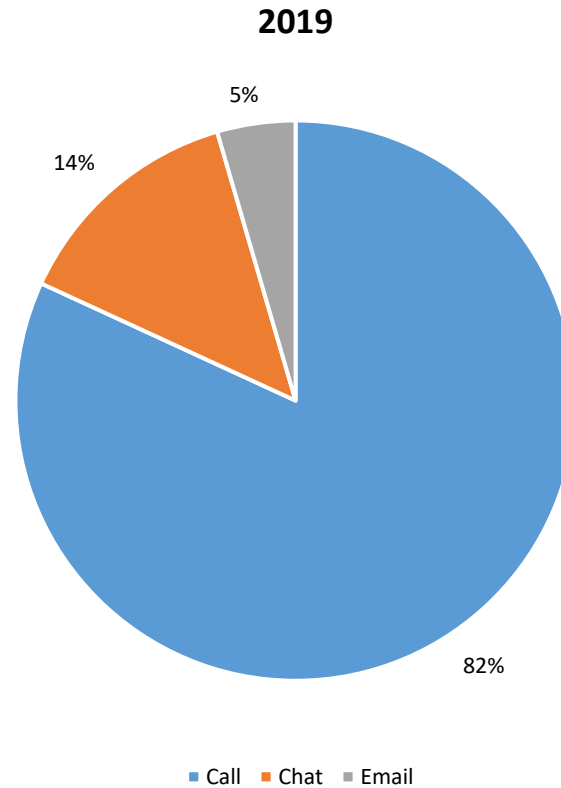
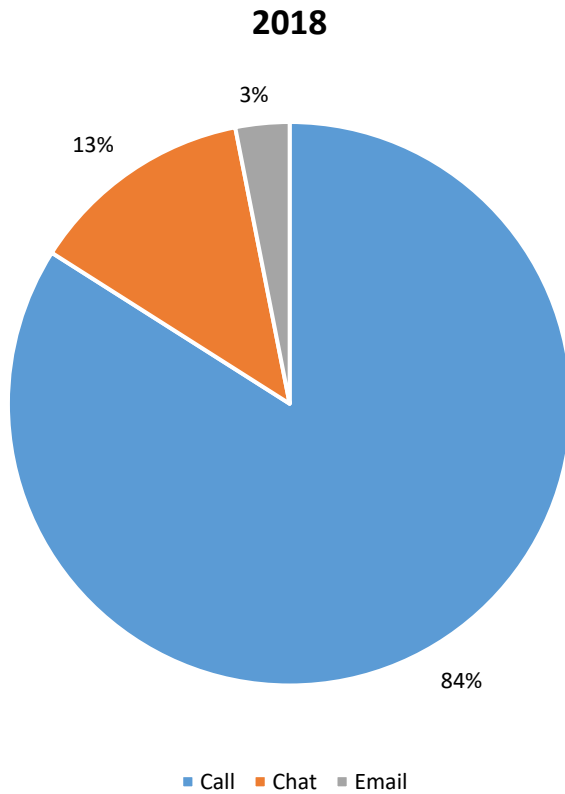
The chart below compares the volume of contacts made to Customer Service for the 2018 and 2019 program years. This volume includes contacts via all channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2018 and 2019 Contacts by Channel**

The charts below compare total contacts for the 2018 and 2019 program years by channel.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 Customer Service – Call Statistics**

The following table provides statistics for calls received by Customer Service.

Month	Calls Received	Calls Answered	Calls Not Answered	Percent Answered	Average Wait Time (Minutes)	Average Call Length (Minutes)	Number of Examinees Registered	Calls Per Examinee Ratio
January	1,443	1,411	32	97.8%	0.80	4.90	5,547	0.25
February	1,428	1,394	34	97.6%	0.72	5.17	6,614	0.21
March	2,212	2,141	71	96.8%	1.17	4.78	9,337	0.23
April	2,641	2,568	73	97.2%	1.25	4.58	8,530	0.30
May	2,501	2,418	83	96.7%	1.23	4.65	10,526	0.23
June	2,417	2,360	57	97.6%	1.20	4.83	11,256	0.21
July	2,282	2,212	70	96.9%	1.20	4.45	12,118	0.18
August	1,430	1,406	24	98.3%	0.78	4.58	7,150	0.20
September	1,038	1,015	23	97.8%	0.72	4.22	5,109	0.20
October	1,095	1,083	12	98.9%	0.65	4.28	6,569	0.16
November	1,011	987	24	97.6%	0.93	4.40	7,192	0.14
December	1,119	1,089	30	97.3%	1.08	4.37	6,342	0.17
TOTAL	20,617	20,084	533	97.4%	1.05	4.63	96,290	0.21

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 Customer Service – Email Statistics**

The following table lists the number of emails received and responded to by Customer Service for each month of the 2019 administration year. Emails are responded to within 2–3 business days. In 2019, the average response time was less than 1 business day.

Month	Emails Received
January	97
February	80
March	129
April	143
May	121
June	86
July	99
August	78
September	76
October	86
November	81
December	62
TOTAL	1,138

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 Customer Service – Chat Statistics**

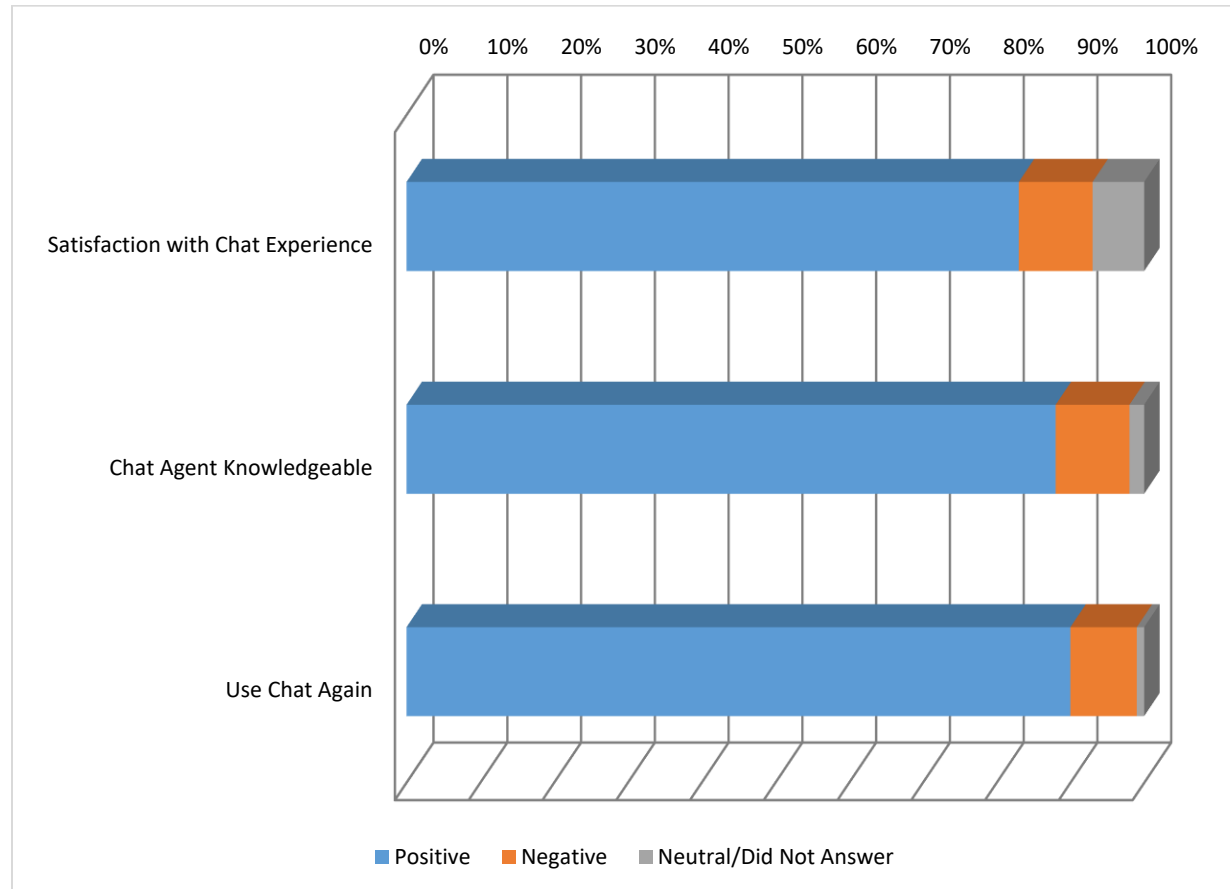
The following table lists the number of chat sessions received and responded to by Customer Service for each month of the 2019 administration year. Chats are responded to within three minutes, with the average response time in 2019 being less than two minutes.

Month	Chats Received
January	279
February	222
March	357
April	508
May	448
June	388
July	341
August	228
September	131
October	184
November	187
December	155
TOTAL	3,428

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2019 Chat Survey Summary

At the conclusion of each chat session, users are given an opportunity to provide feedback on their Live Chat experience. Of the 3,428 chat sessions for the 2018 program year, 1,213 users responded. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 eISR Retrieval Statistics**

Examinees' scores are provided via electronic Individual Score Reports (eISRs) posted to the examinee account on the Score Reporting date. When new score reports are posted, examinees are notified via the email address they provided for their account.

The table below shows the retrieval statistics for examinees as of 01/27/2020 for the 2019 score reporting dates. eISRs are available for retrieval starting at 10:00 p.m. on the Score Reporting date.

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/27/20	
2019.01.07	1,171	760	891	972	998	1,075	91.8
2019.01.14	2,519	1,522	1,803	1,947	2,020	2,242	89.0
2019.01.18	884	456	1	651	699	796	90.0
2019.01.28	1,448	909	1,046	1,126	1,156	1,293	89.3
2019.02.04	1,024	634	738	808	831	913	89.2
2019.02.11	1,932	1,209	1,398	1,507	1,559	1,719	89.0
2019.02.18	1,353	848	1,005	1,078	1,115	1,213	89.7
2019.02.25	2,516	1,597	1,843	1,972	2,054	2,251	89.5
2019.03.04	1,341	779	931	1,007	1,041	1,175	87.6
2019.03.11	2,640	1,645	1,926	2,047	2,129	2,353	89.1
2019.03.18	1,674	1,009	1,203	1,342	1,380	1,506	90.0
2019.03.25	2,509	1,531	1,792	1,950	2,025	2,205	87.9
2019.04.01	2,836	1,736	2,044	2,243	2,320	2,550	89.9
2019.04.08	2,840	1,802	2,099	2,258	2,340	2,517	88.6
2019.04.15	1,404	849	994	1,116	1,163	1,249	89.0
2019.04.22	2,176	1,370	1,581	1,714	1,767	1,903	87.5
2019.04.29	2,789	2,020	2,280	2,413	2,442	2,577	92.4
2019.05.06	3,084	2,020	2,320	2,464	2,561	2,715	88.0
2019.05.13	1,988	1,199	1,410	1,566	1,615	1,763	88.7
2019.05.20	2,643	1,678	1,913	2,048	2,117	2,283	86.4
2019.05.24	2,881	1,744	10	2,417	2,510	2,646	91.8
2019.06.03	2,841	1,763	2,052	2,191	2,261	2,443	86.0
2019.06.10	1,971	1,313	1,518	1,627	1,655	1,759	89.2
2019.06.17	4,092	2,276	2,740	3,080	3,242	3,572	87.3
2019.06.24	2,159	936	1,214	1,504	1,612	1,817	84.2
2019.07.01	3,778	2,527	2,803	3,047	3,154	3,346	88.6
2019.07.08	1,660	1,150	1,303	1,393	1,417	1,501	90.4
2019.07.15	3,779	2,390	2,754	2,988	3,093	3,297	87.2
2019.07.22	2,393	1,503	1,723	1,864	1,921	2,054	85.8
2019.07.29	3,362	2,120	2,481	2,635	2,703	2,895	86.1
2019.08.05	2,742	1,541	1,782	1,968	2,054	2,296	83.7
2019.08.12	3,345	1,995	2,289	2,468	2,569	2,816	84.2
2019.08.19	1,586	920	1,061	1,169	1,196	1,321	83.3
2019.08.26	2,128	1,262	1,428	1,523	1,604	1,781	83.7
2019.08.30	1,017	548	5	729	780	855	84.1
2019.09.09	1,338	785	913	984	1,031	1,134	84.8
2019.09.16	959	578	666	720	747	811	84.6
2019.09.23	1,186	740	851	928	963	1,034	87.2
2019.09.30	1,219	731	855	927	958	1,055	86.5
2019.10.07	1,769	1,086	1,254	1,350	1,407	1,512	85.5
2019.10.14	1,253	759	867	950	979	1,062	84.8
2019.10.21	1,906	1,136	1,312	1,424	1,488	1,596	83.7
2019.10.28	1,338	846	967	1,058	1,086	1,166	87.1
2019.11.04	2,019	1,250	1,450	1,561	1,613	1,723	85.3

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/27/20	
2019.11.11	1,391	838	981	1,069	1,090	1,180	84.8
2019.11.18	2,010	1,185	1,340	1,436	1,539	1,642	81.7
2019.11.25	1,307	667	771	923	956	1,032	79.0
2019.12.02	1,733	1,060	1,201	1,293	1,339	1,406	81.1
2019.12.09	1,592	932	1,088	1,182	1,206	1,293	81.2
2019.12.16	2,388	1,353	1,557	1,640	1,719	1,855	77.7
2019.12.23	1,308	604	762	897	981	1,043	79.7
2019.12.30	1,636	854	1,045	1,236	1,285	1,314	80.3

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2019 eISR Retrieval Statistics – Essay vs. No Essay**

The table below shows the retrieval statistics as of 01/27/2020 for exams/subtests with essay versus no essay.

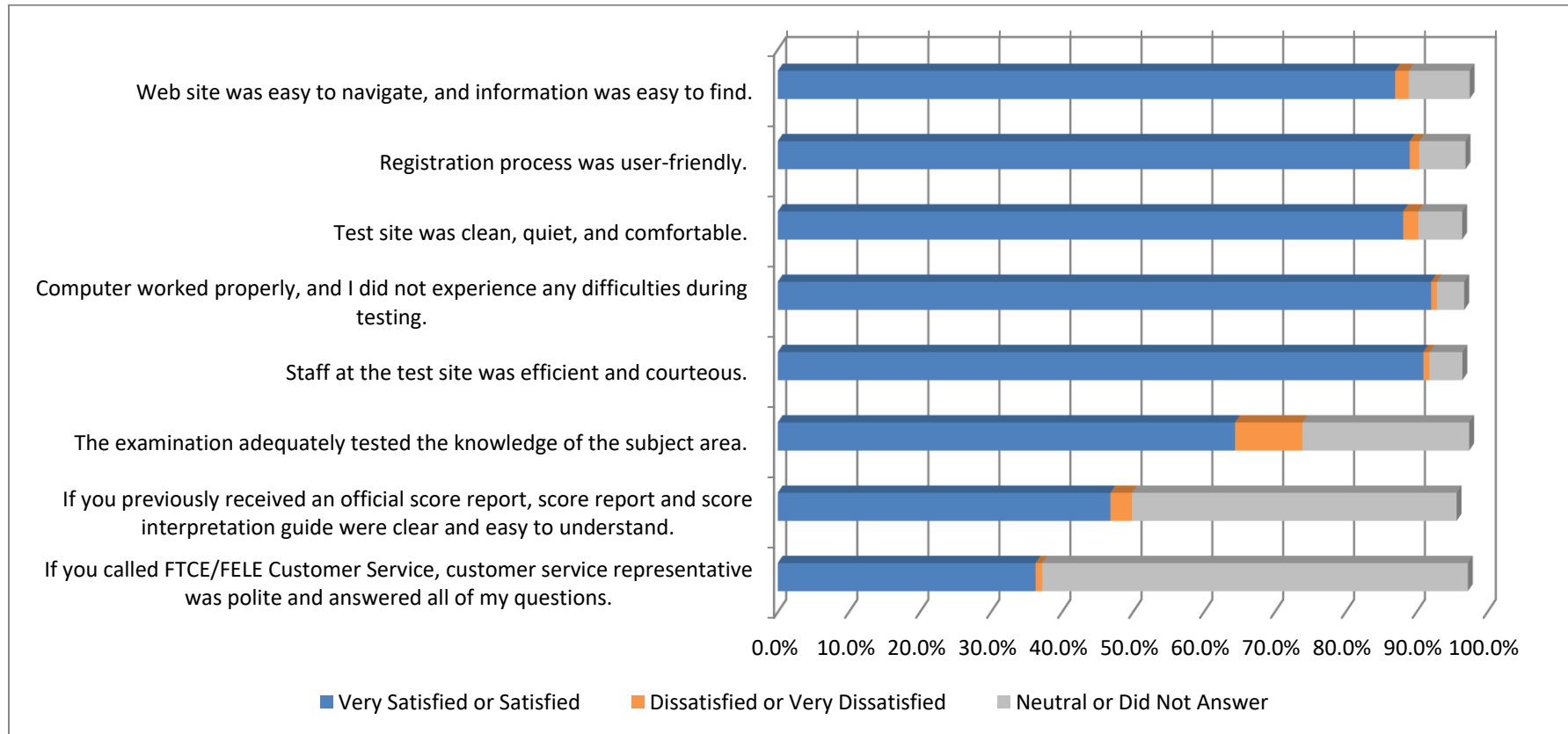
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2019.01.07	1,171	1,075	91.8	1	0	0.0	1,170	1,075	91.9
2019.01.14	2,519	2,242	89.0	803	710	88.4	1,716	1,532	89.3
2019.01.18	884	796	90.0	0	0	--	884	796	90.0
2019.01.28	1,448	1,293	89.3	721	628	87.1	727	665	91.5
2019.02.04	1,024	913	89.2	0	0	--	1,024	913	89.2
2019.02.11	1,932	1,719	89.0	568	485	85.4	1,364	1,234	90.5
2019.02.18	1,353	1,213	89.7	2	2	100.0	1,351	1,211	89.6
2019.02.25	2,516	2,251	89.5	887	778	87.7	1,629	1,473	90.4
2019.03.04	1,341	1,175	87.6	5	4	80.0	1,336	1,171	87.6
2019.03.11	2,640	2,353	89.1	956	832	87.0	1,684	1,521	90.3
2019.03.18	1,674	1,506	90.0	4	4	100.0	1,670	1,502	89.9
2019.03.25	2,509	2,205	87.9	1,025	903	88.1	1,484	1,302	87.7
2019.04.01	2,836	2,550	89.9	1	0	0.0	2,835	2,550	89.9
2019.04.08	2,840	2,517	88.6	1,201	1,058	88.1	1,639	1,459	89.0
2019.04.15	1,404	1,249	89.0	3	1	33.3	1,401	1,248	89.1
2019.04.22	2,176	1,903	87.5	1,180	1,021	86.5	996	882	88.6
2019.04.29	2,789	2,577	92.4	0	0	--	2,789	2,577	92.4
2019.05.06	3,084	2,715	88.0	1,052	892	84.8	2,032	1,823	89.7
2019.05.13	1,988	1,763	88.7	2	1	50.0	1,986	1,762	88.7
2019.05.20	2,643	2,283	86.4	1,318	1,121	85.1	1,325	1,162	87.7
2019.05.24	2,881	2,646	91.8	0	0	--	2,881	2,646	91.8
2019.06.03	2,841	2,443	86.0	1,114	940	84.4	1,727	1,503	87.0
2019.06.10	1,971	1,759	89.2	5	4	80.0	1,966	1,755	89.3
2019.06.17	4,092	3,572	87.3	993	853	85.9	3,099	2,719	87.7
2019.06.24	2,159	1,817	84.2	23	19	82.6	2,136	1,798	84.2
2019.07.01	3,778	3,346	88.6	1,175	1,011	86.0	2,603	2,335	89.7
2019.07.08	1,660	1,501	90.4	1	1	100.0	1,659	1,500	90.4
2019.07.15	3,779	3,297	87.2	1,232	1,066	86.5	2,547	2,231	87.6
2019.07.22	2,393	2,054	85.8	4	3	75.0	2,389	2,051	85.9

Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2019.07.29	3,362	2,895	86.1	1,086	936	86.2	2,276	1,959	86.1
2019.08.05	2,742	2,296	83.7	2	1	50.0	2,740	2,295	83.8
2019.08.12	3,345	2,816	84.2	1,178	974	82.7	2,167	1,842	85.0
2019.08.19	1,586	1,321	83.3	3	2	66.7	1,583	1,319	83.3
2019.08.26	2,128	1,781	83.7	1,060	879	82.9	1,068	902	84.5
2019.08.30	1,017	855	84.1	1	0	0.0	1,016	855	84.2
2019.09.09	1,338	1,134	84.8	598	487	81.4	740	647	87.4
2019.09.16	959	811	84.6	2	2	100.0	957	809	84.5
2019.09.23	1,186	1,034	87.2	326	284	87.1	860	750	87.2
2019.09.30	1,219	1,055	86.5	1	0	0.0	1,218	1,055	86.6
2019.10.07	1,769	1,512	85.5	483	412	85.3	1,286	1,100	85.5
2019.10.14	1,253	1,062	84.8	2	0	0.0	1,251	1,062	84.9
2019.10.21	1,906	1,596	83.7	637	527	82.7	1,269	1,069	84.2
2019.10.28	1,338	1,166	87.1	0	0	--	1,338	1,166	87.1
2019.11.04	2,019	1,723	85.3	651	541	83.1	1,368	1,182	86.4
2019.11.11	1,391	1,180	84.8	2	2	100.0	1,389	1,178	84.8
2019.11.18	2,010	1,642	81.7	726	606	83.5	1,284	1,036	80.7
2019.11.25	1,307	1,032	79.0	0	0	--	1,307	1,032	79.0
2019.12.02	1,733	1,406	81.1	695	566	81.4	1,038	840	80.9
2019.12.09	1,592	1,293	81.2	1	1	100.0	1,591	1,292	81.2
2019.12.16	2,388	1,855	77.7	796	615	77.3	1,592	1,240	77.9
2019.12.23	1,308	1,043	79.7	1	0	0.0	1,307	1,043	79.8
2019.12.30	1,636	1,314	80.3	630	494	78.4	1,006	820	81.5

Essay fields are 015, 017, 039, 132, 142, 816, 821, 825, and 844.
 Essay counts include all examinees who had scores reported for essay fields.
 Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2019 Exit Survey

At the conclusion of each test administration appointment, examinees are invited to share their feedback via the on-screen Exit Survey. A total of 16,263 examinees responded during the 2019 program year. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

APPENDIX G

Sample Score and Competency Reports

Sample Score Report with Detail

Florida Teacher Certification Examinations SCORE REPORT

Social Security Number: 123456789

Score Report Date: February 21, 2019

FIRST M LAST
1 MAIN STREET
ORLANDO, FL 12345



This barcode contains unique examinee information (including Pass/Not Pass status). Any attempt to manipulate this barcode and/or the contents of the score report will result in distortion of the barcode and/or mismatch of data.

Passing the Multiple-choice section of English 6-12, the Multiple-choice section of Middle Grades English 5-9, any other Subject Area Examination, the Professional Education Test, and the multiple-choice subtests of the General Knowledge Test requires a scale score of 200 or higher on each. Passing the General Knowledge Essay, the English 6-12 Written Performance Section, or the Middle Grades English 5-9 Written Performance Section requires an essay score of 8 or higher. If the General Knowledge Essay subtest was taken prior to January 1, 2015 an essay score of 6 or higher is the minimum passing score for that attempt.

Current Test Administration Results

Test	Status	Administration Date
Spanish K-12	Not Pass (188)	February 6, 2019

Cumulative Results* as of February 21, 2019

Test	Status	Administration Date
Professional Education (PED)	Not Taken	N/A
GK Subtest 1: Essay	Pass	May 8, 2014
GK Subtest 2: English Language Skills (ELS)	Pass	May 8, 2014
GK Subtest 3: Reading	Pass	May 8, 2014
GK Subtest 4: Mathematics	Pass	May 8, 2014

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each subtest of the General Knowledge Test, as of the score reporting date. If applicable, your status on each section of English 6-12 or Middle Grades English 5-9 tests, and/or each subtest of the German K-12, Speech 6-12, Elementary Education K-6, and Prekindergarten/Primary PK-3 tests, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.

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SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations DETAILED PERFORMANCE ANALYSIS

Name: FIRST M LAST
Test: Spanish K-12

Administration Date: February 6, 2019
Total Test Scaled Score: 188

Multiple-Choice Section Performance

The multiple-choice section accounts for 60% of your total test score.

Competency Area	Number of Items	Your % Correct	Average % Correct**
03 Proficiency in interpretive listening	19	74	73
04 Proficiency in interpretive reading	18	67	72
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	40	63
06 Knowledge of language structure	10	90	68
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	20	70	64

**Based on the performance of examinees who have taken any form of this test between 2018/01/26 and 2019/01/26.

Constructed-Response Section Performance

The constructed-response section of the test accounts for 40% of your total test score. The speaking items account for 25% of the total test score; the writing item accounts for 15% of the total test score.

Competency Area	Maximum Score	Your Score	Average Score**
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	33	42
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	6	8

**Based on the performance of examinees who have taken any form of this test between 2018/01/26 and 2019/01/26.

The Number One University Competency Report - First Attempt
Report Title
For Exam Period January 1, 2014–January 16, 2019

Elementary Education K–6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.00	76.92%	9.41	72.41%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.42	81.58%	10.36	73.99%
03 Knowledge of fractions, ratios, and integers	9	6.47	71.93%	6.28	69.77%
04 Knowledge of measurement, data analysis, and statistics	8	5.95	74.34%	5.55	69.44%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.05	67.50%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,703					

Statewide averages are based on the last 12 months or the period (January 1, 2018–December 31, 2018).

***The Number One University Competency Report - Best Attempt
Report Title
For Exam Period January 1, 2014–January 16, 2019***

Elementary Education K–6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.37	79.76%	9.51	73.12%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.47	81.95%	10.51	75.09%
03 Knowledge of fractions, ratios, and integers	9	6.74	74.85%	6.39	71.01%
04 Knowledge of measurement, data analysis, and statistics	8	5.68	71.05%	5.67	70.85%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.16	69.36%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,683					

Statewide averages are based on the last 12 months or the period (January 1, 2018–December 31, 2018).